DOCUMENT RESUME

ED 039 866 JC 700 138

AUTHOR	Bossone, Richard M.
TITLE	The Reading-Study Skills Problems of Students in Community Colleges of the City University of New York.
INSTITUTION	City Univ. of New York, N.Y.
PUB DATE	70
NOTE	110p.
EDRS PRICE	EDRS Price MF-$0.50 HC-$5.60
DESCRIPTORS	*Educational Problems, Educational Research, Institutional Research, *Junior Colleges, Reading Ability, Reading Comprehension, *Reading Difficulty, Reading Programs, *Reading Skills, Student Problems, Study Habits, *Study Skills
IDENTIFIERS	*New York

ABSTRACT

Problems in the reading and study skills of students in City University of New York (CUNY) community colleges are the subject of this report. Questionnaires asking for information on factors related to these problems were completed by 496 CUNY students. Results indicate that, among other things: (1) there is a high correlation between reading and study problems and physical, psychological, intellectual, and environmental factors such as physical fatigue, ability to concentrate on and understand assignments, worry about grades and reading ability, lack of encouragement to read by friends and parents, a distracting home environment, and lack of interest in teaching reading at the high school level; and, (2) most reading and studying problems involve comprehension, study, critical reading, and vocabulary skills. Questionnaires were also sent to the individuals in charge of reading or basic study programs at the participating community colleges. Responses indicate that while three of six participating colleges have reading and study programs, they also have space, material, or academic support problems. (JO)

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THE READING-STUDY SKILLS PROBLEMS OF STUDENTS IN COMMUNITY COLLEGES OF THE CITY UNIVERSITY OF NEW YORK

by

RICHARD M. BOSSONE
The City University of New York

A Research Report
Sponsored

by

Hostos Community College

1970

JC 700 138

UNIVERSITY OF CALIF.
LOS ANGELES

JUN 04 1970

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

TO

Dean Angelo Dispenzieri

whose vision and perceptiveness
regarding open admissions inspired
me to undertake this study

and

TO

Dean Candido de Leon

whose interest and support made it
possible for me to proceed

The education of our people is a national investment. It yields tangible returns in economic growth, an improved citizenry and higher standards of living. But even more importantly, free men and women value education as a personal experience and opportunity - as a basic benefit of a free and democratic civilization. It is our responsibility to do whatever needs to be done to make this opportunity available to all and to make it of the highest possible quality.

John F. Kennedy

Special message to the Congress
on education

February 6, 1962

FOREWORD

At a time when The City University of New York is going through a period of educational self-examination, it becomes evident that this study should have been financed and implemented five years ago. It explores an area of research that has been neglected despite the persistent evidence that knowledge and expertise in reading problems were to become critical needs in urban higher education. The desires of the social reformers have outdistanced the skills and techniques for teaching reading to a generation of educationally disadvantaged students who have been promised a higher education in The City University of New York.

This study makes evident the incipient problem in the University's desire to increase the expectations of these students without providing in full the necessary facilities, personnel, and expert instructors to develop the skills necessary for the fulfillment of these expectations. These students require experienced personnel and tried and true methods which would preclude the further compounding of their educational frustrations.

Professor Bossone adds a unique dimension to the study of reading problems: he has asked the students what they believe to be their problems and the sources of their problems. This phenomenological approach has rarely been used in this area of reading research. Usually in the past the nature of reading problems was noted by the investigator without a detailed analysis of the perception of the subjects involved. Now at last we have more attention being paid to the students' concerns.

Open admissions will force us in CUNY to reevaluate our teaching methods and technology in the freshman and sophomore years, and this is as it should be. In the past the burden of change has always been placed on the educationally disadvantaged student and his success or failure was attributed to his inherent strengths and weaknesses. Now the instructor is being given the burden. He, too, has to change to meet new demands. Professor Ianni, formerly of the U.S. Office of Education, has indicated that it takes thirty years for an educational idea to be implemented within the classroom. We do not have the time. It behooves us, therefore, to note Professor Bossone's findings and to give serious consideration to his recommendations if we expect to meet the goals set forth for the Open Admissions Program.

May, 1970

Angelo Dispenzieri, Dean
Evening & Extension Division
Baruch College of CUNY

ACKNOWLEDGEMENTS

Many people have offered assistance to the writer in his completion of this study; the following people, however, are due special thanks:

Dean Angelo Dispenzieri, Baruch College, who has always encouraged my interest in the community college, for he knows that the academic problems of the community college are rapidly becoming those of the senior college.

Dean Candido de Leon, Hostos Community College, who gave the financial assistance needed to produce this report.

Dr. Paul Panes, Mrs. Pearl Gasarch, Miss Ruth Liberman, Mrs. Earla Jost, Miss Jane Tannow, Mr. Alexander Simon, Miss Sandra Motz, Mr. Max Spalter, Mr. Steven Zuckerman, and Mr. Denis Sivack, teachers in the community colleges, who helped to administer the questionnaires.

Mr. Stan Levine and Mr. Alan Kahn, Syntactics Inc., who gave invaluable aid in analyzing and tabulating the data.

Dr. Seymour Giniger, Miss Maria Lepani, Mrs. Jean Policastro, and Miss Arlette Elkaim, City University Research and Evaluation Unit, who helped in preparing and typing the manuscript.

Dr. Blanche Serwer, Boston University, and staff members of the community colleges (too numerous to mention here - see Appendix A) who offered critical comments regarding the questionnaire.

And above all, the students who participated in this study and who also provided the challenge.

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THE READING-STUDY SKILLS PROBLEMS OF STUDENTS IN COMMUNITY COLLEGES OF THE CITY UNIVERSITY OF NEW YORK

PART I

INTRODUCTION

With its commitment to open admissions The City University of New York has made clear to the nation that a four-year college education is definitely available to all high school graduates in New York City who seek it and that American higher education will reach its apogee of service in large urban centers. Such a noble commitment, however, also makes clear that colleges will have to bear the major responsibility for finding ways of helping the significant number of weaker students succeed because open admissions has validity only if these students are able to achieve their educational objectives.

The City University Task Force on Open Admissions has estimated that 25 to 45 percent of entering freshmen classes in 1970 will require some measure of remedial work. This is a significant number of students, then, who must be helped properly if The City University is to protect its investment in people or human capital, the most valuable of all capital.

Because a large number of these students are below grade in reading, because these students will face a more difficult reading task as their education moves in the direction of learning from books rather than learning from teachers, and because reading is the key tool that eventually affects proficiency in all academic learning, it becomes imperative that all community and senior colleges give more attention to improving the reading-study skills of their students.

The Problem

Unfortunately today, as in the past, many college educators still deny the fact that colleges have a responsibility for teaching reading-study skills to entering freshmen. They still believe this is an exclusive function of the high school. Perhaps this is because they do not understand that a good education requires a sequential development of a student's reading ability. As a student progresses through the grades, he is required to deal with increasing amounts of information on his own and obviously he needs highly refined reading-study skills to meet these requirements. Philip Shaw states in his review of research pertaining to college reading that a majority of

entering freshmen lack the reading-study skills requisite for academic success.[1]

Part of the problem is that the average college teacher is woefully lacking information about the reading-study skills problems of his students; and, as a result, he fails to give his students the appropriate guidance in skills they so desperately need. At best these teachers simply know that the students have been classified as remedial or not by some placement procedure which is generally inadequate and used mainly as an expedient measure for coping with vast numbers of entering freshmen. Obviously, they need to know a great deal more if they are going to formulate instruction which will be both effective and efficient, and, obviously, they need to make a diagnosis of the students' abilities and deficiencies. Aside from gathering information about students from a formal or standardized test used to measure previous performance in two or more separate reading skills and from

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[1]Philip Shaw, "Reading and Other Academic Improvement Services," The Counseling of College Students (New York: The Free Press, 1968), pp. 358-359.

an informal classroom diagnosis via questions and teacher-made tests, an instructor needs to know a great deal more about his students' reading-study skills and attitudes; more specifically he needs to obtain more information about his students' self-evaluations of reading-study skills needs or problems, and how they might be met - if he is to move them ahead as quickly and successfully as possible. With the desire to help obtain such information, the investigator undertook this study.

Objectives

The major objectives of this study were as follows:

1. To obtain background information about students enrolled in English and reading classes in the six community colleges of The City University of New York.

2. To note what their vocational and scholastic goals are.

3. To note what their extra-curricular activities and interests are.

4. To analyze factors which may contribute to reading-study skills problems.

5. To determine what major problems in reading-study skills students believe they have.

6. To determine correlations between reading-study skills problems and factors reasonably assumed to be influential.

7. To analyze the reading programs, if any, in the community colleges of The City University which may be attempting to resolve these problems.

8. To make recommendations for the improvement of the teaching of reading-study skills in college.

The Procedure

To obtain data needed to accomplish the first six objectives, the investigator prepared a questionnaire which was examined by eighteen faculty members who were either teaching reading or English in six community colleges of The City University of New York. Noting their comments, the investigator revised the questionnaire and gave it to individual faculty members who were interested in administering it to students in their respective English and reading classes. In order to insure an adequate sample of students, the investigator had instructors administer it to students in regular freshman English classes, remedial English classes, reading classes, and evening English classes. The total number of students involved was 496. Participating community colleges were Borough of Manhattan Community College, Kingsborough Community College, New York City Community College, Staten Island Community College, Queensborough Community College, and Bronx Community College. For more specific information about numbers of students involved at each college, see Table 1.

To obtain information regarding the seventh objective, the nature of reading programs now in existence, the investigator asked the chairman, or person in charge of the reading program, to respond to an outline (see Appendix D) which would briefly describe the present reading program of the college. Three colleges submitted a description; three colleges have no program but are planning to develop one.

In order to process the questionnaire the following steps were taken: generating coding forms, coding the information from the questionnaires into these coding forms, keypunching, tabulating and cross-tabulating the data, and examining the output for statistically interesting results. It should be noted that certain questions involved special handling. For more specific information see "Notes on Processing the Questionnaire" in Appendix C.

Further, it must be understood that the investigator was not examining reading-study skills problems per se but rather the students' subjective feelings about these problems. The implicit assumption is that these would correlate highly with the performance level of reading-study skills. And, further, while it may appear that a student's answers to questions on reading-study skills problems may be measuring simply the

respondent's self-image as well as his answers to "affecting items," (in which case one may be correlating self-image with self-image and getting the highly correlated results pictured in the graphs), one,nevertheless, does obtain measures of the problems a student feels he has and this gives educators definite clues as to the most significant reading-study skills problems of which they must be cognizant if they are to make instruction more meaningful and worthwhile for the students.

PART II

THE COMMUNITY COLLEGE STUDENTS OF THE CITY UNIVERSITY OF NEW YORK

Note: For further explanation of the following topics and statistics see Appendix C.

BACKGROUND INFORMATION

Age, sex, marital status, and citizenship

This study was concerned with 208 male students, 280 female students, and 8 students who did not indicate their sex. The total number of students was 496. Of these students, the majority (65.3 percent) were eighteen or nineteen years old; also the majority of these students, 412 (83.1 percent), were single, 70 (14.1 percent) were married and 14 (2.8 percent) did not respond. Most of these students, 446 (89.9 percent), were U.S. citizens, 41 (8.3 percent) were not, and 9 (1.8 percent) did not respond; however, only 21 (4.2 percent) were classified as foreign students.

Schooling and socio-economic background

Of these students 475 (95.8 percent) indicated they were high school graduates and 2 (.4 percent) indicated they were not; 19 (3.8 percent) did not respond. The majority of these

students (44.8 percent) held an Academic Diploma and the other students held other types of diplomas in this order of frequency: General (25.8 percent), Commercial (14.9 percent), Vocational (7.7 percent), Technical (3.0 percent), Equivalency (1.8 percent). Languages other than English spoken in their homes are in this order of frequency: Spanish (15.7 percent), Italian (8.5 percent), French (2.6 percent), German (2.2 percent), other languages (11.7 percent). The majority of these students indicated their fathers' occupations were in the Blue Collar category, (41.3 percent); other students indicated their fathers' occupations were in The White Collar category (19.6 percent), Professional or Business category (8.7 percent), or Other (14.3 percent). For further explanation of these categories, see Appendix C. Approximately one-third of these students (32.2 percent) indicated that their mothers worked.

TABLE 1

COMMUNITY COLLEGE STUDENTS OF CUNY:
BACKGROUND INFORMATION

ITEM	RESPONSE	NUMBER OF RESPONSES	% OF ALL RESPONSES (EXCL.NO ANS.)	% OF ALL FORMS (TOTAL=496)
College	Manhattan	56	11.3	11.3
	Kingsborough	87	17.6	17.6
	New York City	77	15.5	15.5
	Staten Island	65	13.1	13.1
	Queensborough	101	20.4	20.4
	Bronx	110	22.2	22.2
	TOTAL	496	100.1*	100.1*
	No Answer	0		0.0
Age	Under 18	31	6.7	6.3
	18-19	324	68.7	65.3
	20-21	59	12.5	11.9
	22-23	19	4.0	3.8
	24-25	8	1.7	1.6
	Over 25	30	6.4	6.0
	TOTAL	471	100.0	95.0*
	No Answer	25		5.0
Sex	Male	208	42.7	41.9
	Female	280	57.3	56.5
	TOTAL	488	100.0	98.4
	No Answer	8		1.6
Marital status	Single	412	85.6	83.1
	Married	70	14.4	14.1
	Total	482	100.0	97.2
	No Answer	14		2.8

* Percentages may not equal 100.0% because of rounding

TABLE 1 (continued)

ITEM	RESPONSE	NUMBER OF RESPONSES	% OF ALL RESPONSES (EXCL.NO ANS.)	% OF ALL FORMS (TOTAL=496)
U.S. Citizen	Yes	446	91.6	89.9
	No	41	8.4	8.3
	TOTAL	487	100.0	98.2
	No Answer	9		1.8
Foreign Student	Yes	21	6.4	4.2
	No	308	93.6	62.1
	TOTAL	329	100.0	66.3
	No Answer	167		33.7
High School Grad	Yes	475	99.6	95.8
	No	2	.4	.4
	TOTAL	477	100.0	96.2
	No Answer	19		3.8
Type of Diploma	Academic	222	45.7	44.8
	Commercial	74	15.2	14.9
	Vocational	38	7.8	7.7
	Technical	15	3.1	3.0
	General	128	26.3	25.8
	Equivalency	9	1.9	1.8
	TOTAL	486	100.0	98.0
	No Answer	10		2.0
Language other than English spoken in the home	Spanish	78	17.8	15.7
	Italian	42	9.6	8.5
	French	13	3.0	2.6
	German	11	2.5	2.2
	Other	58	13.3	11.7
	None	235	54.8	47.4
	TOTAL	437	100.0	88.1
	No Answer	59		11.9

TABLE 1 (continued)

ITEM	RESPONSE	NUMBER OF RESPONSES	% OF ALL RESPONSES (EXCL.NO ANS.)	% OF ALL FORMS (TOTAL=496)
Father's occupation	White Collar	97	23.3	19.6
	Blue Collar	205	49.3	41.3
	Prof. or Bus.	43	10.3	8.7
	Other	71	17.1	14.3
	TOTAL	416	100.0	84.1
	No Answer	80		16.1
Mother's occupation	Works	160	38.0	32.3
	Does not work	261	62.0	52.6
	TOTAL	421	100.0	84.9
	No Answer	75		15.1

Goals

In regard to vocational goals, the fields that interested the students were Medical (18.1 percent), Business (17.3 percent), Teaching (14.5 percent), Secretarial (10.9 percent), and Technology (10.7 percent). For further explanation, see Appendix C. The main reason that the majority of students (69.2 percent) chose a specific vocation is "personal satisfaction."

In regard to scholastic goals, a little more than one third (37.3 percent) were seeking terminal degrees (A.S. or A.A.), approximately one third (29.4 percent) were interested in a four-year college degree (B.A. or B.S.), and the others who responded (23.3 percent) were interested in pursuing a graduate degree (M.A., M.S., Ed.D.or Ph. D.).

TABLE 2

STUDENTS' GOALS

QUESTION	RESPONSE	NUMBER OF RESPONSES	% OF ALL RESPONSES (EXCL.NO ANS.)	% OF ALL FORMS (TOTAL=496)
What is your vocational goal?	Art	10	2.0	2.0
	Business	86	17.6	17.3
	Data Proc.	20	4.1	4.0
	Technology	53	10.9	10.7
	Medical	90	18.4	18.1
	Secretary	54	11.1	10.9
	Teaching	72	14.8	14.5
	Other	103	21.1	20. 8
	TOTAL	488	100.0	98.4
	No Answer	8		1.6
Why did you choose this vocation?	Financial	83	17.9	16.7
	Social Status	13	2.8	2.6
	Personal Satis.	343	74.1	69.2
	Other	24	5.2	4.8
	TOTAL	463	100.0	93.3
	No Answer	33		6.7
What is your scholastic goal?	AS	122	27.2	24.6
	AA	63	14.1	12.7
	BA	69	15.5	13.9
	BS	77	17.3	15.5
	MA	48	10.8	9.7
	MS	28	6.3	5.6
	Ed.D.	5	11.2	1.0
	Ph.D.	34	7.6	6.9
	TOTAL	446	100.0	89.9
	No Answer	50		10.1

EXTRACURRICULAR ACTIVITIES AND INTERESTS

Outside work

The majority of these students (92.3 percent) have worked full or part time in the past and slightly over half of them (51.3 percent) were working full or part time at present; only 12.1 percent feel their outside work is course-related. Their main reasons for working appeared to be self-support, (19.4 percent), have spending money (16.1 percent), and pay school expenses (10.1 percent).

Extracurricular activities

Extracurricular activities which appeared to be of greatest interest to these students were watching TV (46.8 percent), reading (41.2 percent), listening to radio (33.6 percent) and watching movies (33.2 percent).

Subjects enjoyed most

In response to question, "What subjects do you enjoy most?" these students stated as their primary choices the following: English (22.6 percent), Math (16.1 percent), Social Science (12.5 percent), Science (11.5 percent), Technical (9.1 percent), Art (3.8 percent), Music (3.8 percent), and Foreign Languages (3.6 percent).

Preferences in Reading

The majority of these students preferred to read novels (68.3 percent), short stories (65.3 percent), magazine articles (59.5 percent), newspaper articles (56.7 percent), and the news (54.8 percent). Less than half preferred the following in this order of frequency: mysteries (46.2 percent), biographies (41.3 percent), plays (37.7 percent), poetry (34.5 percent) essays (24.4 percent), literary classics (22.4 percent), technical subjects (22.4 percent), sports writers (21 percent), and comic books (13.7 percent).

Time Spent in Reading and Studying

In response to the question, "How much do you read (outside of school work)?" 211 students (42.5 percent) stated they read occasionally; 106 (21.4 percent), much of the time; 77 (15.5 percent), always reading; 74 (14.9 percent), seldom from lack of opportunity; 22 (4.4 percent), hardly at all from choice; and 6 (1.2 percent) did not respond.

In response to question, "How much time do you spend in serious study for school subjects?" 241 students (48.6 percent) indicated a lot; 98 (19.8 percent) indicated very little, 89 (17.9 percent) indicated most of the time, 59 (11.9 percent) indicated once in a while, and 1 (1.2 percent) did not respond.

TABLE 3

STUDENTS' EXTRACURRICULAR ACTIVITIES AND INTERESTS

QUESTION	RESPONSE	NUMBER OF RESPONSES	% OF ALL RESPONSES (EXCL.NO ANS.)	% OF ALL FORMS (TOTAL=496)
Have you ever worked full time or part-time?	Full-time	269	54.5	54.2
	Part-time	194	39.4	39.1
	No	30	6.1	6.0
	TOTAL	493	100.0	99.4
	No Answer	3		.6
Number of hours per week working now?	None	231	47.6	46.6
	Under 10	41	8.5	8.3
	10 - 19	101	20.8	20.4
	20 - 29	52	10.7	10.5
	Over 29	60	12.4	12.1
	TOTAL	485	100.0	97.8*
	No Answer	11		2.2
Is current work course related?	Yes	60	26.0	12.1
	No	170	74.0	34.3
	TOTAL	230	100.0	46.4
	No Answer	266		53.6
Reason for working	Support self	96	39.0	19.4
	School Expenses	50	20.3	10.1
	Support Parents	8	3.2	1.6
	Spending Money	80	32.6	16.1
	Other	12	4.9	2.4
	TOTAL	246	100.0	49.6
	No Answer	250		50.4

*Percentages may not equal 100.0% because of rounding

TABLE 3 (continued)

QUESTION	RESPONSE	NUMBER OF RESPONSES	% OF ALL RESPONSES (EXCL.NO ANS.)	% OF ALL FORMS (TOTAL=496)
Number of hours spent in athletic events per week	Under 5 hrs	56	11.3	11.3
	5 or more	25	5.0	5.0
	None or N.A.	415	83.7	83.7
	TOTAL	496	100.0	100.0
Number of hours spent at art exhibits per week	Under 5 hrs	23	4.6	4.6
	5 or more	1	.2	.2
	None or N.A.	472	95.2	95.2
	TOTAL	496	100.0	100.0
Number of hours spent at concerts per week	Under 5 hrs	41	8.3	8.3
	5 or more	5	1.0	1.0
	None or N.A.	450	90.7	90.7
	TOTAL	496	100.0	100.0
Number of hours spent at dances per week	Under 5 hrs	71	14.3	14.3
	5 or more	29	5.8	5.8
	None or N.A.	396	79.9	79.9
	TOTAL	496	100.0	100.0
Number of hours spent at movies per week	Under 5 hrs	154	31.0	31.0
	5 or more	11	2.2	2.2
	None or N.A.	331	66.7	66.7
	TOTAL	496	99.9*	99.9*
Number of hours spent at parties per week	Under 5 hrs	70	14.1	14.1
	5 or more	31	6.3	6.3
	None or N.A.	395	79.6	79.6
	TOTAL	496	100.0	100.0

*Percentages may not equal 100.0% because of rounding

TABLE 3 (continued)

QUESTION	RESPONSE	NUMBER OF RESPONSES	% OF ALL RESPONSES (EXCL.NO ANS.)	% OF ALL FORMS (TOTAL=496)
Number of hours spent listening to radio per week	Under 5 hrs	90	18.1	18.1
	5 or more	77	15.5	15.5
	None or N.A.	329	66.3	66.3
	TOTAL	496	99.9*	99.9*
Number of hours spent reading per week	Under 5	94	19.0	19.0
	5 or more	110	22.2	22.2
	None or N.A.	292	58.9	58.9
	TOTAL	496	100.1*	100.1*
Number of hours spent in sports per week	Under 5	64	12.9	12.9
	5 or more	28	5.6	5.6
	None or N.A.	404	81.5	81.5
	TOTAL	496	100.0	100.0
Number of hours spent watching TV per week	Under 5	95	19.2	19.2
	5 or more	137	27.6	27.6
	None or N.A.	264	53.2	53.2
	TOTAL	496	100.0	100.0
Number of hours spent in other activities per week	Under 5	56	11.3	11.3
	5 or more	35	7.1	7.1
	None or N.A.	405	81.7	81.7
	TOTAL	496	100.1*	100.1
Subjects enjoyed most				

*Percentages may not equal 100.0% because of rounding

TABLE 3 (continued)

QUESTION	RESPONSE	NUMBER OF RESPONSES	% OF ALL RESPONSES (EXCL.NO ANS.)	% OF ALL FORMS (TOTAL=496)
English-order of preference	1	112	27.8	22.6
	2	89	22.1	17.9
	3	70	17.4	14.1
	4	53	13.2	10.7
	5	34	8.5	6.9
	6	19	47.3	3.8
	7	15	3.7	3.0
	8	10	2.5	2.0
	TOTAL	402	100.0	81.0
	No Answer	94		19.0
Math-order of preference	1	80	21.7	16.1
	2	60	16.3	12.1
	3	55	14.9	11.1
	4	37	10.3	7.5
	5	30	8.1	6.0
	6	33	9.0	6.7
	7	42	11.4	8.5
	8	31	8.4	6.3
	TOTAL	368	100.1*	74.2*
	No Answer	128		25.8
Science-order of preference	1	57	16.4	11.5
	2	70	18.5	14.1
	3	60	15.9	12.1
	4	55	14.5	11.1
	5	36	9.5	7.3
	6	40	10.6	8.1
	7	35	9.3	7.1
	8	25	6.6	5.0
	TOTAL	378	99.9*	76.2*
	No Answer	118		23.8

*Percentages may not equal 100.0% because of rounding

TABLE 3 (continued)

QUESTION	RESPONSE	NUMBER OF RESPONSES	% OF ALL RESPONSES (EXCL.NO ANS.)	% OF ALL FORMS (TOTAL=496)
Social Science-order of preference	1	62	16.2	12.5
	2	72	18.8	14.5
	3	73	19.1	14.7
	4	63	16.4	12.7
	5	45	11.7	9.1
	6	33	8.6	6.7
	7	18	4.7	3.6
	8	17	4.4	3.4
	TOTAL	383	99.9*	70.2
	No Answer	113		29.8
Art-order of preference	1	19	5.4	3.8
	2	36	10.1	7.3
	3	39	11.0	7.9
	4	47	13.2	9.5
	5	73	20.6	14.7
	6	75	21.1	15.1
	7	40	11.3	8.1
	8	26	7.3	5.2
	TOTAL	355	100.0	71.6
	No Answer	141		28.4
Music-order of preference	1	19	5.5	3.8
	2	31	8.9	6.3
	3	36	10.3	7.3
	4	70	20.1	14.1
	5	73	21.0	14.7
	6	65	18.7	13.1
	7	42	12.1	8.5
	8	11	3.2	2.2
	TOTAL	348	99.9*	70.2
	No Answer	148		29.8

*Percentages may not equal 100.0% because of rounding

TABLE 3 (continued)

QUESTION	RESPONSE	NUMBER OF RESPONSES	% OF ALL RESPONSES (EXCL.NO ANS.)	% OF ALL FORMS (TOTAL=496)
Technical-order of preference	1	45	16.1	9.1
	2	22	7.9	4.4
	3	22	7.9	4.4
	4	10	3.6	2.0
	5	15	5.4	3.0
	6	30	10.7	6.0
	7	50	17.9	10.1
	8	86	30.7	17.3
	TOTAL	280	100.2*	56.5
	No Answer	216		43.5
Foreign Languages-order of preference	1	18	5.8	3.6
	2	18	5.8	3.6
	3	30	9.6	6.0
	4	29	9.3	5.8
	5	44	14.0	8.9
	6	39	12.4	7.9
	7	60	19.2	12.1
	8	75	24.0	15.1
	TOTAL	313	100.1*	63.1
	No Answer	183		36.9
Preferences-reading				
Novels	Like	339	72.4	68.3
	Less Pfd	108	23.0	21.8
	Dislike	22	4.7	4.4
	TOTAL	469	100.1*	94.6
	No Answer	27		4.4

*Percentages may not equal 100.0% because of rounding

TABLE 3 (continued)

QUESTION	RESPONSE	NUMBER OF RESPONSES	% OF ALL RESPONSES (EXCL.NO ANS.)	% OF ALL FORMS (TOTAL=496)
Short stories	Like	324	69.5	65.3
	Less Pfd	125	26.8	25.2
	Dislike	17	3.6	3.4
	TOTAL	466	99.9*	94.0*
	No Answer	30		6.0
Essays	Like	121	26.2	24.4
	Less Pfd	224	48.4	45.2
	Dislike	118	25.4	23.8
	TOTAL	463	100.0	93.3*
	No Answer	33		6.7
Biographies	Like	205	44.0	41.3
	Less Pfd	176	37.8	35.5
	Dislike	85	18.2	17.1
	TOTAL	466	100.0	94.0*
	No Answer	30		6.0
Plays	Like	187	40.2	37.7
	Less Pfd	192	41.3	38.7
	Dislike	86	18.5	17.3
	TOTAL	465	100.0	93.7
	No Answer	31		6.3
Poetry	Like	171	36.7	34.5
	Less Pfd	151	32.4	30.4
	Dislike	144	30.9	29.0
	TOTAL	466	100.0	94.0*
	No Answer	30		6.0

*Percentages may not equal 100.0% because of rounding

TABLE 3 (continued)

QUESTION	RESPONSE	NUMBER OF RESPONSES	% OF ALL RESPONSES (EXCL.NO ANS.)	% OF ALL FORMS (TOTAL=496)
News	Like	272	59.4	54.8
	Less Pfd	143	31.2	28.8
	Dislike	43	9.4	8.7
	TOTAL	458	100.0	92.3
	No Answer	38		7.7
Newspaper articles	Like	281	61.1	56.7
	Less Pfd	148	32.2	29.8
	Dislike	31	6.7	6.3
	TOTAL	460	100.0	92.7
	No Answer	36		7.3
Magazine articles	Like	295	64.6	59.5
	Less Pfd	124	27.2	25.0
	Dislike	37	8.1	7.5
	TOTAL	456	99.9*	91.9*
	No Answer	40		8.1
Books or articles on technical subjects	Like	111	24.8	22.4
	Less Pfd	157	35.0	31.7
	Dislike	180	40.2	36.3
	TOTAL	448	100.0	90.3*
	No Answer	48		9.7
Comic books	Like	68	15.0	13.7
	Less Pfd	140	30.9	28.2
	Dislike	246	54.2	49.6
	TOTAL	454	100.1*	91.5
	No Answer	42		8.5

*Percentages may not equal 100.0% because of rounding

TABLE 3 (continued)

QUESTION	RESPONSE	NUMBER OF RESPONSES	% OF ALL RESPONSES (EXCL.NO ANS.)	% OF ALL FORMS (TOTAL=496)
Sports writers	Like	104	23.4	21.0
	Less Pfd	150	33.6	30.2
	Dislike	191	43.0	38.5
	TOTAL	445	100.0	89.7
	No Answer	51		10.3
Mysteries	Like	229	51.3	46.2
	Less Pfd	152	34.0	30.6
	Dislike	65	14.6	13.1
	TOTAL	446	99.9*	89.9
	No Answer	50		10.1
Literary classics	Like	119	27.6	24.0
	Less Pfd	204	47.3	41.1
	Dislike	108	25.0	21.8
	TOTAL	431	99.9*	86.9
	No Answer	65		13.1
Other	Like	40	49.4	8.1
	Less Pfd	28	34.6	5.6
	Dislike	13	16.1	2.6
	TOTAL	81	100.1	16.3
	No Answer	415		83.7

*Percentages may not equal 100.0% because of rounding

TABLE 3 (continued)

QUESTION	RESPONSE	NUMBER OF RESPONSES	% OF ALL RESPONSES (EXCL.NO ANS.)	% OF ALL FORMS (TOTAL=496)
How much do you read (outside of school-work)?	Everything	77	15.7	15.5
	Much of time	106	21.6	21.4
	Occasionally	211	43.1	42.5
	Seldom	74	15.1	14.8
	Hardly at all	22	4.5	4.4
	TOTAL	490	100.0	98.8*
	No Answer	6		1.2
How much time do you spend in serious study for school subjects?	Most of time	89	18.2	17.9
	A lot	241	49.5	48.6
	Once in while	59	12.1	11.9
	Very little	98	20.1	19.8
	None	1	.2	.2
	TOTAL	488	100.1*	98.4
	No Answer	8		1.6

*Percentages may not equal 100.0% because of rounding

FACTORS CONTRIBUTING TO READING-STUDY SKILLS PROBLEMS

Physical

The majority of these students (68.6 percent) indicated they had one or more physical problems. Of this number the majority (48.1 percent) had one or two problems. The most common problem appeared to be one of being tired often or sometimes (54.7 percent).

TABLE 4

PHYSICAL FACTORS CONTRIBUTING TO READING-STUDY SKILLS PROBLEMS

QUESTION	RESPONSE	NUMBER OF RESPONSES	% OF ALL RESPONSES (EXCL.NO ANS.)	% OF ALL FORMS (TOTAL=496)
Are you frequently ill?	Yes	14	2.9	2.8
	Somewhat	40	8.3	8.1
	No	425	88.8	85.7
	TOTAL	496	100.0	96.6
	No Answer	17		3.4
Do you have a physical handicap?	Yes	21	4.4	4.2
	Somewhat	6	1.2	1.2
	No	454	94.4	91.5
	TOTAL	481	100.0	97.0*
	No Answer	15		3.0
Do you have a speech handicap?	Yes	25	5.2	5.0
	Somewhat	46	9.5	9.3
	No	411	85.3	82.9
	TOTAL	482	100.0	97.2
	No Answer	14		2.8
Are you often tired?	Yes	107	22.0	21.6
	Sometimes	164	33.7	33.1
	No	215	44.2	33.3
	TOTAL	486	99.9*	98.0
	No Answer	10		2.0
Is your vision good?	Yes	324	67.3	65.3
	Somewhat	70	14.5	14.1
	No	87	18.1	17.5
	TOTAL	481	99.9*	97.0*
	No Answer	15		3.0

*Percentages may not equal 100.0% because of rounding

TABLE 4 (continued)

QUESTION	RESPONSE	NUMBER OF RESPONSES	% OF ALL RESPONSES (EXCL.NO ANS.)	% OF ALL FORMS (TOTAL=496)
Is your hearing good?	Yes	425	88.0	85.7
	Somewhat	23	4.8	4.6
	No	35	7.2	7.1
	TOTAL	483	100.0	97.4
	No Answer	13		2.6
Do you feel you are in good physical condition?	Yes	389	80.2	78.4
	Somewhat	57	11.8	11.5
	No	39	8.0	7.9
	TOTAL	485	100.0	97.8
	No Answer	11		2.2
Total or index of negative physical factors	0	146	30.0	29.4
	1	193	39.7	38.9
	2	95	19.5	19.2
	3	34	7.0	6.9
	4	12	2.5	2.4
	5	4	.8	.8
	6	1	.2	.2
	7	1	.2	.2
	TOTAL	486	99.9*	98.0
	No Answer	10		2.0

*Percentages may not equal 100.0% because of rounding

Psychological-Intellectual

The majority of these students (94.2 percent) indicated they had one or more psychological-intellectual problems in relation to reading-study skills. Of this number the majority (76.2 percent) indicated they had 2 to 5 psychological-intellectual problems The most common problems appeared to be finding it difficult (to some degree) to concentrate when reading (76,8 percent); worrying (to some degree) about previous or present poor grades (71.3 percent); lacking the ability to understand (to some degree) all reading that is assigned (70.1 percent); having difficulty (to some degree) in doing school-work (67.1 percent); worrying (to some degree) about reading ability (59.5 percent).

TABLE 5

PSYCHOLOGICAL-INTELLECTUAL FACTORS CONTRIBUTING TO READING-STUDY SKILLS PROBLEMS

QUESTION	RESPONSE	NUMBER OF RESPONSES	% OF ALL RESPONSES (EXCL.NO ANS.)	% OF ALL FORMS (TOTAL=496)
Have you difficulty in doing school work?	Yes	75	15.5	15.1
	Some	258	53.5	52.0
	No	150	31.0	30.2
	TOTAL	483	100.0	97.4*
	No Answer	13		2.6
Are you worrying about previous or present poor grades?	Yes	202	41.6	40.7
	Some	152	31.4	30.6
	No	131	27.0	26.4
	TOTAL	485	100.0	97.8*
	No Answer	11		2.2
Do you worry about your reading ability?	Yes	176	36.2	35.5
	Some	119	24.4	24.0
	No	192	39.4	38.7
	TOTAL	487	100.0	98.2
	No Answer	9		1.8
Do you often find it difficult to concentrate when you read?	Yes	184	37.6	37.1
	Some	197	40.5	39.7
	No	106	21.8	21.4
	TOTAL	487	99.9*	98.2
	No Answer	9		1.8
Do you understand all that you are assigned to read?	Yes	137	28.2	27.6
	Some	208	42.9	41.9
	No	140	28.8	28.2
	TOTAL	485	99.9*	97.8*
	No Answer	11		2.2

*Percentages may not equal 100.0% because of rounding

TABLE 5 (continued)

QUESTION	RESPONSE	NUMBER OF RESPONSES	% OF ALL RESPONSES (EXCL.NO ANS.)	% OF ALL FORMS (TOTAL=496)
Do you think you are as intelligent as your classmates?	Yes	281	58.8	57.6
	Some	134	28.0	27.0
	No	63	13.2	12.7
	TOTAL	478	100.0	96.4*
	No Answer	18		3.6
Would you like to be someone else?	Yes	56	11.8	11.3
	Some	62	13.1	12.5
	No	356	75.2	71.8
	TOTAL	474	100.1*	95.6
	No Answer	22		4.4
Total or index of negative psychological intellectual factors	0	21	4.3	4.2
	1	45	9.2	9.1
	2	73	15.0	14.7
	3	104	21.3	21.0
	4	115	23.6	23.2
	5	86	17.6	17.3
	6	40	8.2	8.1
	7	4	.8	.8
	TOTAL	488	100.0	98.4
	No Answer	8		1.6

*Percentages may not equal 100.0% because of rounding

Environmental

The majority of these students (82.5 percent) indicated one or more negative factors relating to environment. Of this number, the majority (65.9 percent) indicated 1 to 3 factors. The most common factors were having friends and acquaintances who do not or only somewhat encourage reading (71.4 percent), having parents who are not or only somewhat interested in reading (67 percent), having high school teachers who were not or only somewhat interested in teaching reading skills (66.1 percent), and living in a home situation which does not or only somewhat stimulates an interest in reading (62.7 percent). Interestingly enough, and in spite of the above negative factors, these students indicated they like (to some degree) to read (91.9 percent) and approximately a third of them (30.3 percent) read much outside of schoolwork.

TABLE 6

ENVIRONMENTAL FACTORS CONTRIBUTING TO READING-STUDY SKILLS PROBLEMS

QUESTION	RESPONSE	NUMBER OF RESPONSES	% OF ALL RESPONSES (EXCL.NO ANS.)	% OF ALL FORMS (TOTAL=496)
Does home environment stimulate reading?	Yes	176	36.2	35.5
	Somewhat	146	30.0	29.4
	No	165	33.9	33.3
	TOTAL	487	100.1*	98.2
	No Answer	9		1.8
Have you a place at home to study?	Yes	306	62.3	61.7
	Sometimes	89	18.1	17.9
	No	96	19.5	19.4
	TOTAL	491	99.9*	99.0
	No Answer	5		1.0
Are you able to get interesting reading matter?	Yes	350	71.8	70.6
	Some	119	24.4	24.0
	No	19	3.9	3.8
	TOTAL	488	100.1*	98.4
	No Answer	8		1.6
As a child, did parents spend leisure time in reading?	Yes	155	31.8	31.3
	Sometimes	168	34.5	33.9
	No	164	33.6	33.1
	TOTAL	487	99.9*	98.2*
	No Answer	9		1.8
Do friends encourage reading?	Yes	130	26.9	26.2
	Some	161	33.3	32.5
	No	193	39.9	38.9
	TOTAL	484	100.1	97.6*
	No Answer	12		2.4

*Percentages may not equal 100.0% because of rounding

TABLE 6 (continued)

QUESTION	RESPONSE	NUMBER OF RESPONSES	% OF ALL RESPONSES (EXCL.NO ANS.)	% OF ALL FORMS (TOTAL=496)
Were high school teachers interested in teaching reading?	Yes	159	32.7	32.1
	Some	123	25.2	24.8
	No	205	42.1	41.3
	TOTAL	487	100.0	98.2
	No Answer	9		1.8
Do you like to read?	Yes	262	53.7	52.8
	Some	194	39.8	39.1
	No	32	6.6	6.5
	TOTAL	488	100.1*	98.4
	No Answer	8		1.6
Do you read much (outside of school-work)?	Yes	147	30.3	29.6
	Some	239	49.3	48.2
	No	99	20.4	20.0
	TOTAL	485	100.0	97.8
	No Answer	11		2.2
Total or index of negative environmental factors	0	87	17.8	17.5
	1	127	25.9	25.6
	2	108	22.0	21.8
	3	92	18.8	18.5
	4	46	9.4	9.3
	5	20	4.1	4.0
	6	6	1.2	1.2
	7	2	.4	.4
	8	2	.4	.4
	TOTAL	490	100.0	98.8*
	No Answer	6		1.2

*Percentages may not equal 100.0% because of rounding

PROBLEMS IN READING AND STUDYING

Following Directions

Approximately one third (32.9 percent) had some difficulty in following directions and approximately one third (31.7 percent) had more difficulty with spoken directions than written directions. Of these students a majority (75.6 percent) believed that teachers, when making assignments, should give written as well as spoken directions some of the time, if not all of the time.

TABLE 7

PROBLEMS IN READING AND STUDYING: FOLLOWING DIRECTIONS

QUESTION	RESPONSE	NUMBER OF RESPONSES	% OF ALL RESPONSES (EXCL.NO ANS.)	% OF ALL FORMS (TOTAL=496)
Do you have difficulty in following directions?	Yes	31	6.3	6.3
	Some	132	27.0	26.6
	No	327	66.7	65.9
	TOTAL	490	100.0	98.8
	No Answer	6		1.2
Do you have more difficulty with spoken than written directions?	Yes	50	10.2	10.1
	Some	107	21.9	21.6
	No	332	68.0	66.9
	TOTAL	489	100.1*	98.6
	No Answer	7		1.4
Should teachers give written as well as spoken directions?	Yes	224	46.2	45.2
	Some	151	31.2	30.4
	No	110	22.7	22.2
	TOTAL	485	100.1*	97.8
	No Answer	11		2.2

*Percentages may not equal 100.0% because of rounding

Note: The only question in this group that clearly indicated difficulty in following directions is the first; therefore, no meaningful index could be generated from the three questions.

Vocabulary

The majority of these students (56.1 percent) did not believe with certainty that they had a good general vocabulary, and 47.5 percent did not believe with certainty that their vocabulary was adequate for a thorough understanding of different subjects now being studied.

Many of these students (61.3 percent) frequently found unfamiliar words in their reading and a good percentage lacked word perception skills, such as context clues, structural analysis, and,to some degree,use of the dictionary.

PART 8

PROBLEMS IN READING AND STUDYING: VOCABULARY

QUESTION	RESPONSE	NUMBER OF RESPONSES	% OF ALL RESPONSES (EXCL.NO ANS.)	% OF ALL FORMS (TOTAL=496)
Do you have a good general vocabulary?	Yes	211	43.2	42.5
	Somewhat	169	34.6	34.1
	No	109	22.3	22.0
	TOTAL	489	100.1*	98.6
	No Answer	7		1.4
Is vocabulary adequate for subjects you are now studying?	Yes	249	51.4	50.2
	Somewhat	150	31.0	30.2
	No	86	17.7	17.3
	TOTAL	485	100.1*	97.8*
	No Answer	11		2.2
Do you frequently find unfamiliar words in reading?	Yes	254	52.4	51.2
	Sometimes	50	10.3	10.1
	No	181	37.3	36.5
	TOTAL	485	100.0	97.8
	No Answer	11		2.2
Can you get word meaning from context clues?	Yes	282	57.8	56.9
	Sometimes	166	34.0	33.5
	No	40	8.2	8.1
	Total	488	100.0	98.4
	No Answer	8		1.6

*Percentages may not equal 100.0% because of rounding

PART 8 (continued)

QUESTION	RESPONSE	NUMBER OF RESPONSES	% OF ALL RESPONSES (EXCL.NO ANS.)	% OF ALL FORMS (TOTAL=496)
Can you determine word meanings by analyzing prefixes, roots, suffixes?	Yes	168	34.5	33.9
	Somewhat	247	50.8	49.8
	No	72	14.8	14.5
	TOTAL	487	100.1*	98.2
	No Answer	9		1.8
Can you use the dictionary as aid to pronunciation?	Yes	391	80.5	78.8
	Somewhat	59	12.1	11.9
	No	36	7.4	7.3
	TOTAL	486	100.0	98.0
	No Answer	10		2.0
Total or index of vocabulary problems	0	48	9.9	9.7
	1	242	50.1	48.8
	2	106	22.0	21.4
	3	62	12.8	12.5
	4	19	3.9	3.8
	5	6	1.2	1.2
	6	0	0.0	0.0
	TOTAL	483	99.9	97.4
	No Answer	13		2.6

*Percentages may not equal 100.0% because of rounding

Comprehension-Study Skills

A significant number of these students (49.4 percent) had little or no training in how to read textbooks. A majority (83.1 percent), however, professed to know the purpose of the various parts of the book. Only half of these students (50.6 percent) had learned with a sense of assurance the skill of skimming and a lesser number (46.2 percent) were certain that when they read they had a well-defined purpose.

A significant number of these students (over one third) felt uncertain about comprehension skills, such as finding the main idea of the paragraph, knowing how to read for details, and seeing relationships between ideas

A significant number of these students (over one third) felt uncertain about study skills, such as taking notes and outlining and summarizing what is read.

A significant number of these students (approximately one third or more) had difficulty in coping with information, such as reading tables, charts, etc; locating information in the library; and organizing information.

A majority of these students (51.5 percent) were not certain about the application of what they read to solving problems; a majority (56.2 percent) were not certain about

the use of various rates of speed in reading according to the purpose and nature of materials read; and a majority (55 percent) had misgivings about remembering what they read.

TABLE 9

PROBLEMS IN READING AND STUDYING: COMPREHENSION-STUDY SKILLS

QUESTION	RESPONSE	NUMBER OF RESPONSES	% OF ALL RESPONSES (EXCL.NO ANS.)	% OF ALL FORMS (TOTAL=496)
Have you had training in textbook reading?	Yes	182	37.6	36.7
	Some	63	13.0	12.7
	No	239	49.4	48.2
	TOTAL	484	100.0	97.6
	No Answer	12		2.4
Do you know purpose of parts of a book?	Yes	412	84.8	83.1
	Somewhat	52	10.7	10.5
	No	22	4.5	4.4
	TOTAL	486	100.0	98.0
	No Answer	10		2.0
Have you learned to skim?	Yes	251	52.5	50.6
	Somewhat	102	21.4	20.6
	No	125	26.2	25.2
	TOTAL	478	100.1*	96.4
	No Answer	18		3.6
When you read, do you have well defined purpose?	Yes	229	47.9	46.2
	Somewhat	206	43.0	41.5
	No	44	9.2	8.9
	TOTAL	479	100.1*	96.6
	No Answer	17		3.4
Can you find the main idea of a paragraph?	Yes	290	60.2	58.5
	Somewhat	146	30.3	29.4
	No	46	9.5	9.3
	TOTAL	482	100.0	97.2
	No Answer	14		2.8

*Percentages may not equal 100.0% because of rounding

TABLE 9 (continued)

QUESTION	RESPONSE	NUMBER OF RESPONSES	% OF ALL RESPONSES (EXCL.NO ANS.)	% OF ALL FORMS (TOTAL=496)
Do you know how to read for details?	Yes	269	56.1	54.2
	Some	152	31.7	30.6
	No	59	12.3	11.9
	TOTAL	480	100.1*	96.8*
	No Answer	16		3.2
Do you see relationships between ideas?	Yes	261	54.2	52.6
	Some	186	38.6	37.5
	No	35	7.3	7.1
	TOTAL	482	100.1*	97.2
	No Answer	14		2.8
Do you know how to outline what you read?	Yes	288	59.7	58.1
	Some	146	30.3	29.4
	No	48	10.0	9.7
	TOTAL	482	100.0	97.2
	No Answer	14		2.8
Do you know how to take notes?	Yes	304	63.2	61.3
	Some	123	25.6	24.8
	No	54	11.2	10.9
	TOTAL	481	100.0	97.0
	No Answer	15		3.0
Can you summarize what you read?	Yes	288	60.6	58.1
	Some	153	32.2	30.8
	No	34	7.2	6.9
	TOTAL	475	100.0	97.8
	No Answer	21		4.2

*Percentages may not equal 100.0% because of rounding

TABLE 9 (continued)

QUESTION	RESPONSE	NUMBER OF RESPONSES	% OF ALL RESPONSES (EXCL.NO ANS.)	% OF ALL FORMS (TOTAL=496)
Can you read tables, graphs, charts, maps?	Yes	315	65.3	63.5
	Some	137	28.4	27.6
	No	30	6.2	6.0
	TOTAL	482	99.9*	97.2*
	No Answer	14		2.8
Can you locate information in library?	Yes	328	68.2	66.1
	Some	130	27.0	26.2
	No	23	4.8	4.6
	TOTAL	481	100.0	97.0
	No	15		3.0
Can you organize information?	Yes	247	51.8	49.8
	Some	186	39.0	37.5
	No	44	9.2	8.9
	TOTAL	477	100.0	96.2
	No Answer	19		3.8
Can you apply what you read to solving problems?	Yes	210	45.2	42.3
	Some	217	46.7	43.8
	No	38	8.2	7.7
	TOTAL	465	100.1*	93.8
	No Answer	31		6.3
Can you read at different rates according to purpose and nature of material?	Yes	197	41.4	39.7
	Some	187	39.2	37.7
	No	92	19.3	18.5
	TOTAL	476	99.9*	96.0*
	No Answer	20		4.0

*Percentages may not equal 100.0% because of rounding

TABLE 9 (continued)

QUESTION	RESPONSE	NUMBER OF RESPONSES	% OF ALL RESPONSES (EXCL.NO ANS.)	% OF ALL FORMS (TOTAL=496)
Do you remember what you read?	Yes	195	41.7	39.3
	Some	247	52.8	49.8
	No	26	5.6	5.2
	TOTAL	468	100.1	94.4*
	No Answer	28		5.6
Total or index of comprehension study-skills problems	0	157	32.8	31.7
	1	121	25.3	24.4
	2	67	14.0	13.5
	3	40	8.4	8.1
	4	32	6.7	6.5
	5,6	31	6.5	6.3
	7-16	30	6.3	6.0
	TOTAL	478	100.0	96.4
	No Answer	18		3.6

*Percentages may not equal 100.0% because of rounding

Critical Reading

The majority of these students (55.1 percent) did not feel certain about appraising the author's qualification to write on a subject and a majority (58.3 percent) were not certain they knew what the author's purpose was in writing.

A significant number (62.5 percent), however, believed with certainty that they could differentiate between fact and opinion. A lesser number (52 percent) believed with certainty that they could distinguish between words used in a more informative than emotional way; a lesser number (48.2 percent) believed with certainty that they could identify specific propaganda techniques; a lesser number (45 percent) believed with certainty that they questioned the accuracy of statements they read; and a considerably lesser number (25.8 percent) believed with certainty that they know how to evaluate critically the writer's ideas and logic.

TABLE 10

PROBLEMS IN READING AND STUDYING: CRITICAL READING

QUESTION	RESPONSE	NUMBER OF RESPONSES	% OF ALL RESPONSES (EXCL.NO ANS.)	% OF ALL FORMS (TOTAL=496)
Do you consider author qualified to write on a special subject?	Yes	194	41.5	39.1
	Some	237	50.7	47.8
	No	36	7.8	7.3
	TOTAL	467	100.0	94.2
	No Answer	29		5.8
Do you know author's purpose?	Yes	182	38.6	36.7
	Some	250	53.0	50.4
	No	39	8.3	7.9
	TOTAL	471	99.9*	95.0
	No Answer	25		5.0
As you read can you determine difference between fact and opinion?	Yes	310	65.7	62.5
	Some	140	29.7	28.2
	No	22	4.6	4.4
	TOTAL	472	100.0	95.2*
	No Answer	24		4.8
Can you distinguish between informative and emotional use of words?	Yes	258	55.0	52.0
	Some	164	34.9	33.1
	No	48	10.2	9.7
	TOTAL	470	100.1*	94.8
	No Answer	26		5.2
Can you identify specific propaganda techniques?	Yes	239	50.5	48.2
	Some	181	38.2	36.5
	No	54	11.4	10.9
	TOTAL	474	100.1*	95.6
	No Answer	22		4.4

*Percentages may not equal 100.0% because of rounding

TABLE 10 (continued)

QUESTION	RESPONSE	NUMBER OF RESPONSES	% OF ALL RESPONSES (EXCL.NO ANS.)	% OF ALL FORMS (TOTAL=496)
Do you question accuracy of statements you read?	Yes	223	47.1	45.0
	Some	185	39.1	37.3
	No	65	13.7	13.1
	TOTAL	473	99.9*	95.4
	No Answer	23		4.6
Can you evaluate critically writer's ideas and logic?	Yes	128	27.2	25.8
	Some	263	56.0	53.0
	No	79	16.8	15.9
	TOTAL	470	100.0	94.8*
	No Answer	26		5.2
Index or total of critical reading problems	0	297	64.0	59.9
	1	80	17.3	16.1
	2	43	9.3	8.7
	3	26	5.6	5.2
	4	7	1.5	1.4
	5	5	1.1	1.0
	6	3	.6	.6
	7	3	.6	.6
	TOTAL	464	100.0	93.5
	No Answer	32		6.5

*Percentages may not equal 100.0% because of rounding

PART III

CORRELATIONS BETWEEN CERTAIN FACTORS AND READING-STUDY SKILLS PROBLEMS

Guide to Reading Figures

First, a brief statement sets forth the most salient findings which resulted from an analysis of the answers to this particular item or question. Second, is the item or question.

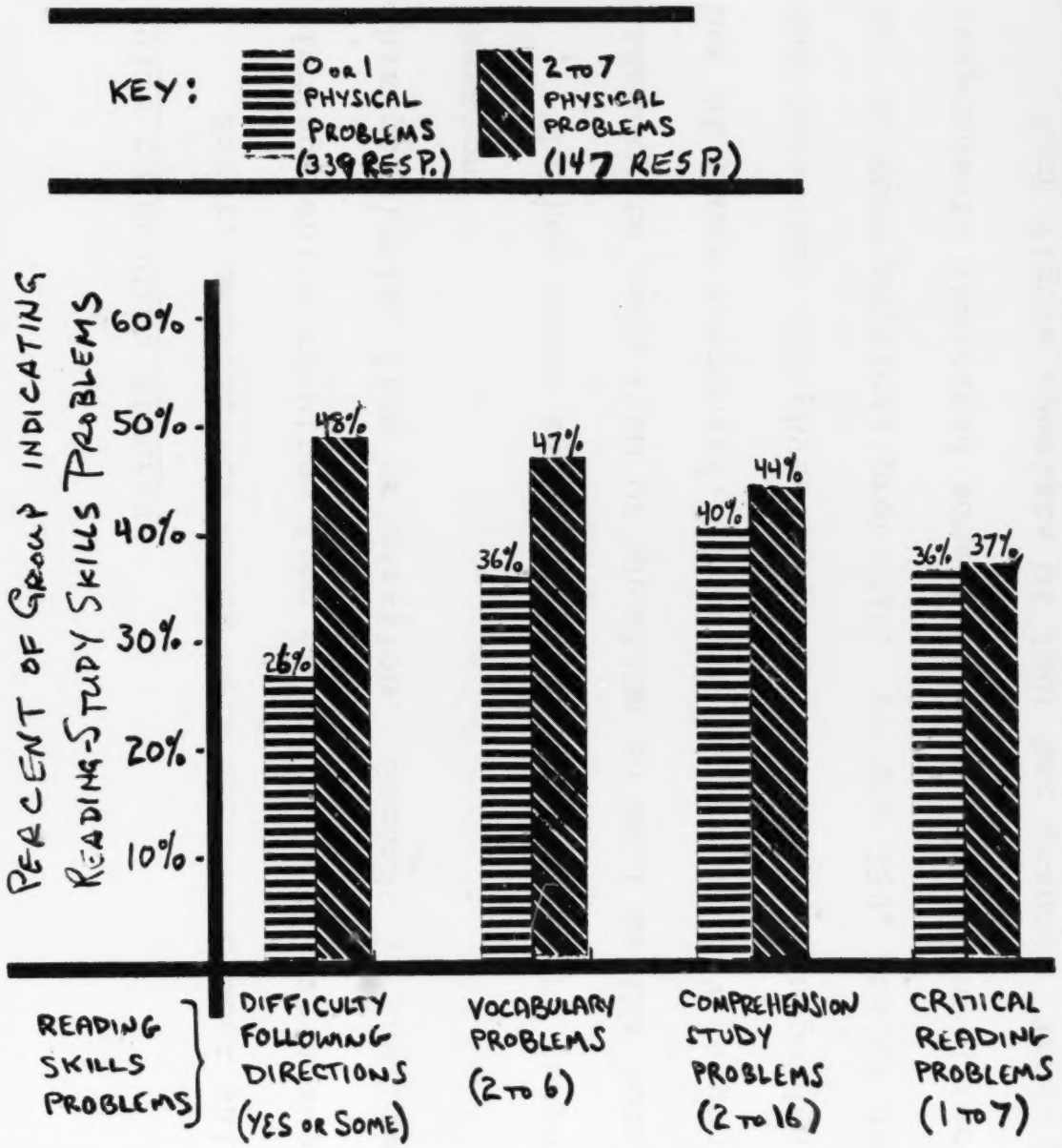
The key above each bar graph indicates the response category to each item or question as well as the total number of those responses. Thus in Figure 1, 339 respondents had less than two physical problems and 147 respondents had two or more physical problems. Of the 339, 26% or 90 respondents indicated some difficulty following directions.

Each Figure consists of four bar graphs. Thus, in Figure 1 the first graph indicates that 26% of those students with less than 2 physical problems have some difficulty following directions, whereas 48% with two or more physical problems have difficulty following directions.

The Figures were designed to present the findings in the simplest way. To this end, groups were combined, e.g., students who answered "yes" were grouped with those who answered "some," or students with 0 or 1 physical problem were put in one group and those with 2 to 7 physical problems were put in another group.

Figure 1 indicates that students with fewer physical problems tend to have fewer reading-study skills problems.

Total of physical problems as related to questions on right.



THE ORIGINAL 7 PHYSICAL FACTOR QUESTIONS:

Physical

Are you frequently ill?
Do you have a physical handicap?
Do you have a speech handicap?
Are you often tired?
Is your vision good?
Is your hearing good?
Do you feel you are in good physical condition?

Figure 1a indicates that frequent illness is correlated with difficulty in following directions but barely or slightly negatively correlated with other reading-study skills problems.

Question: Are you frequently ill?

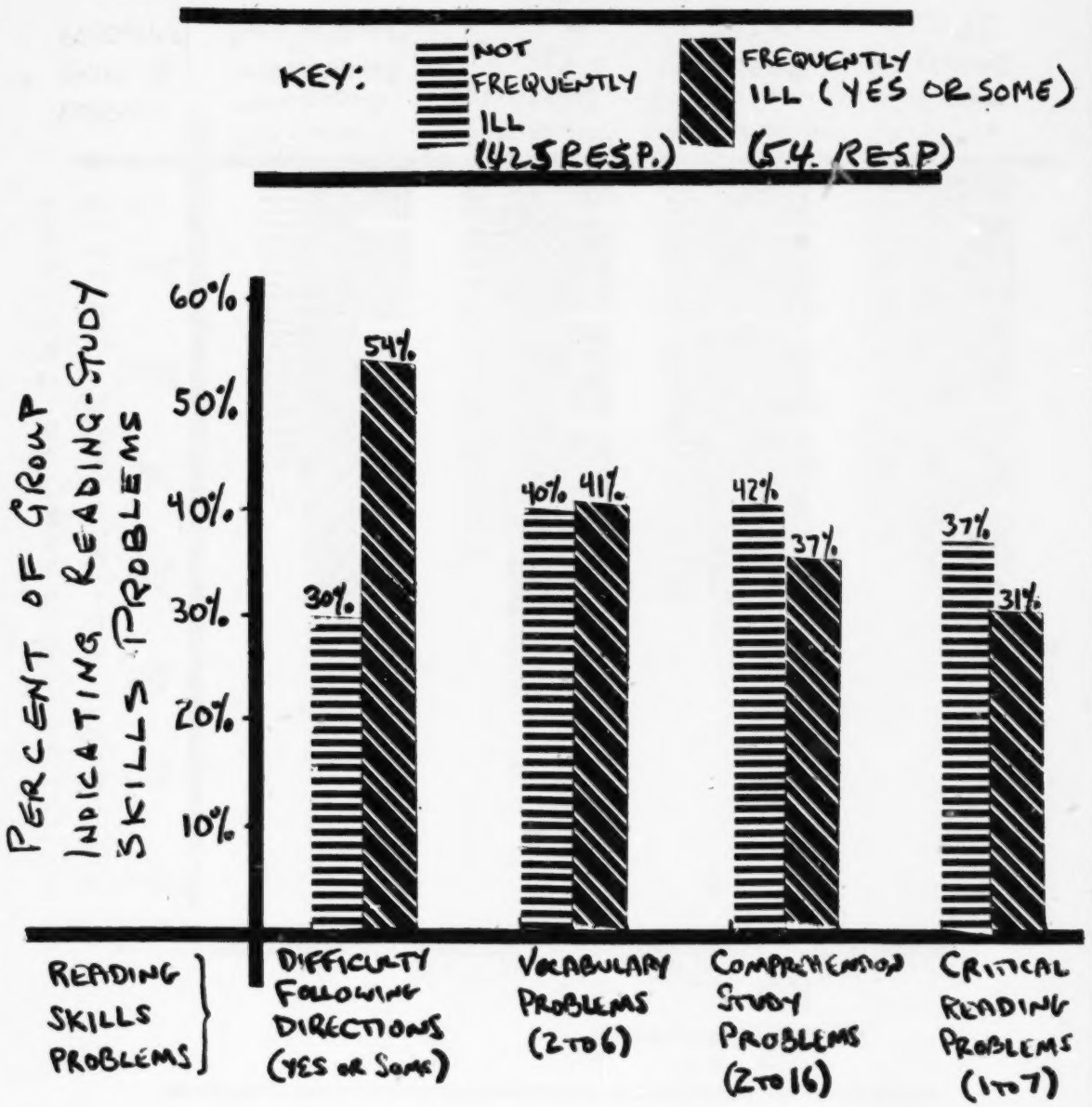


Figure 1b indicates that students with physical handicaps have fewer comprehension-study problems than students without physical handicaps.

Question: Do you have a physical handicap?

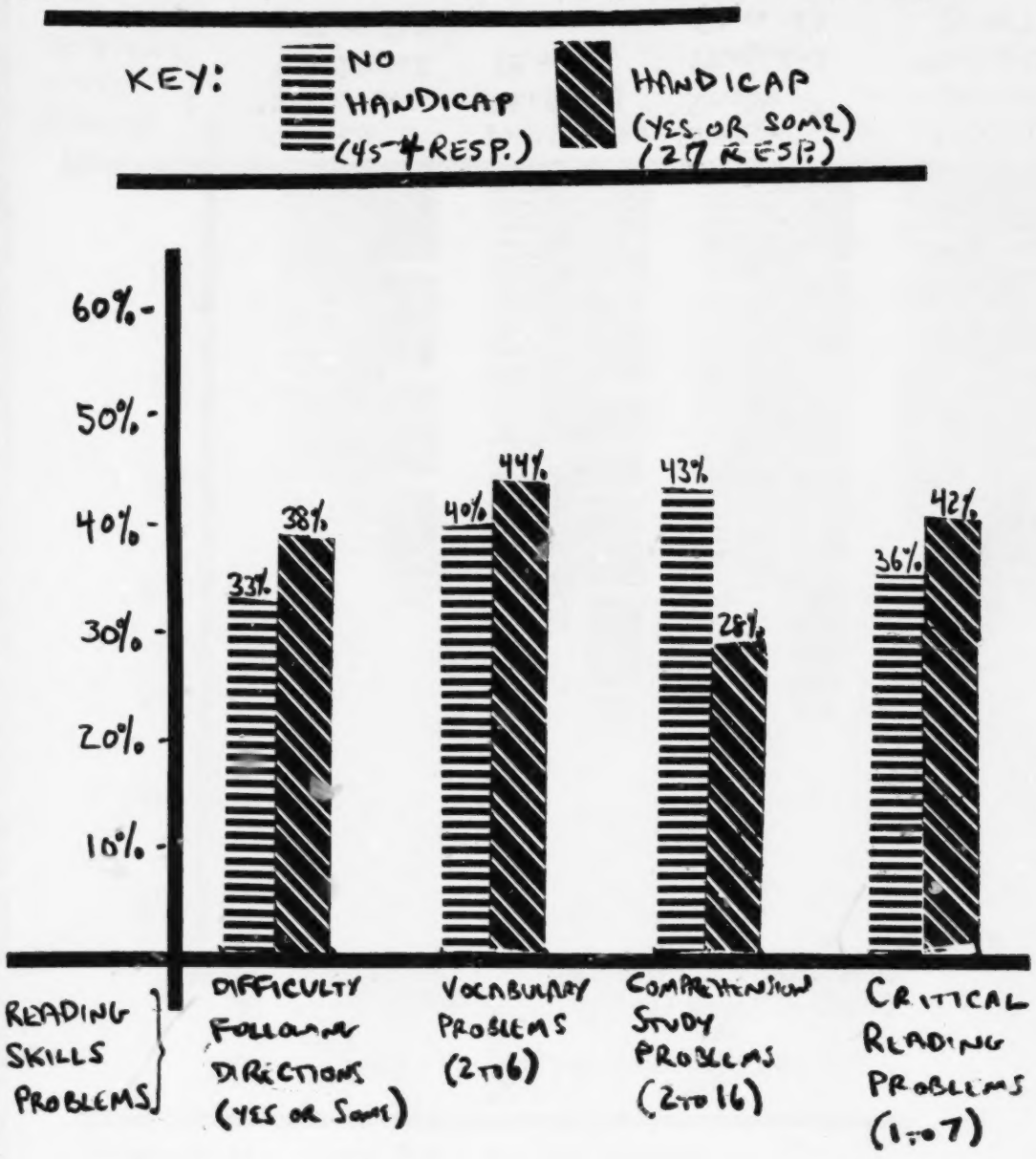


Figure 1c indicates that reading study-skills problems tend to increase with the seriousness of speech handicaps.

Question: Do you have a speech handicap?

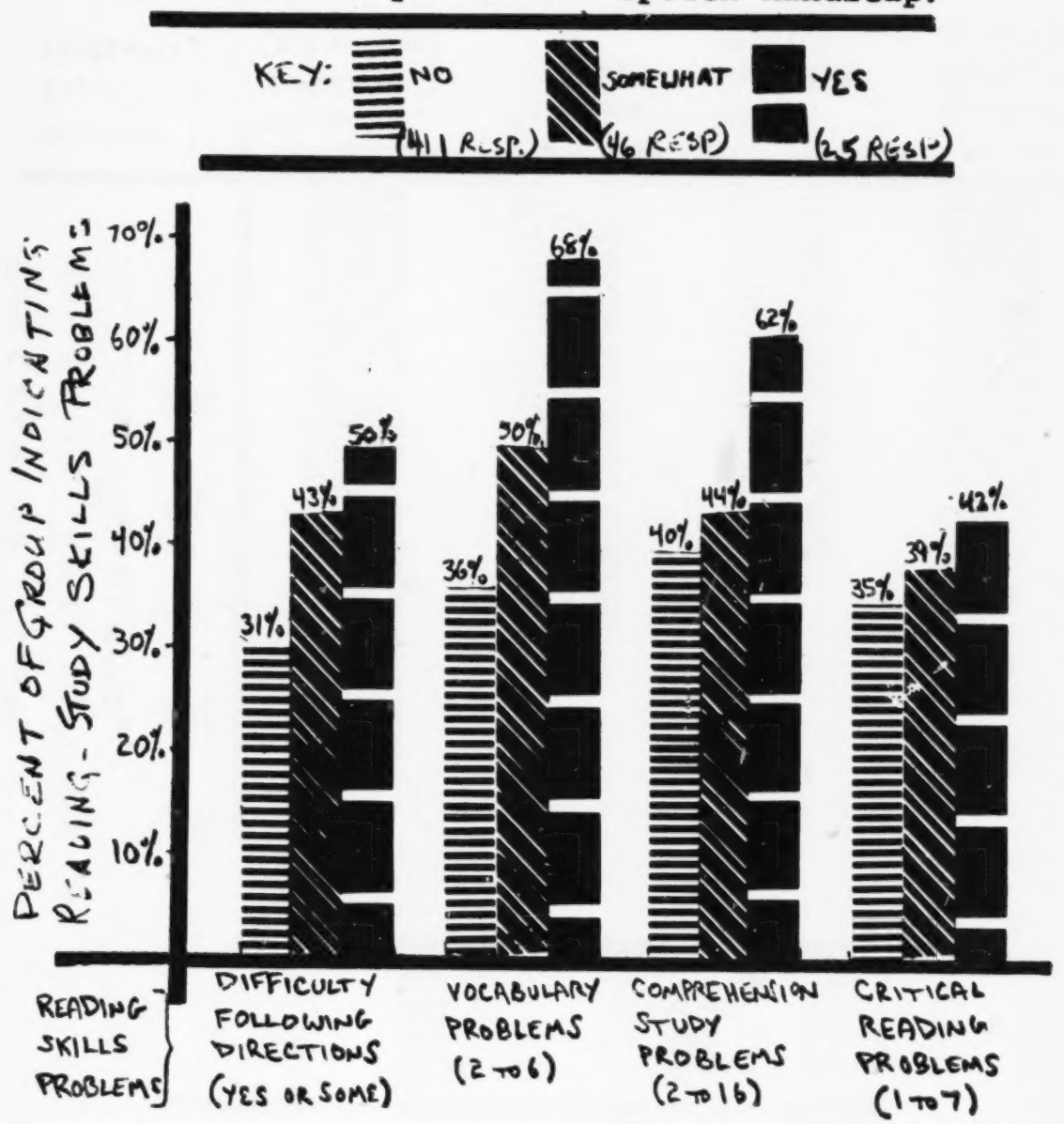


Figure 1d indicates a small tendency for reading-study skills problems to be correlated with "tiredness."

Question: Are you often tired?

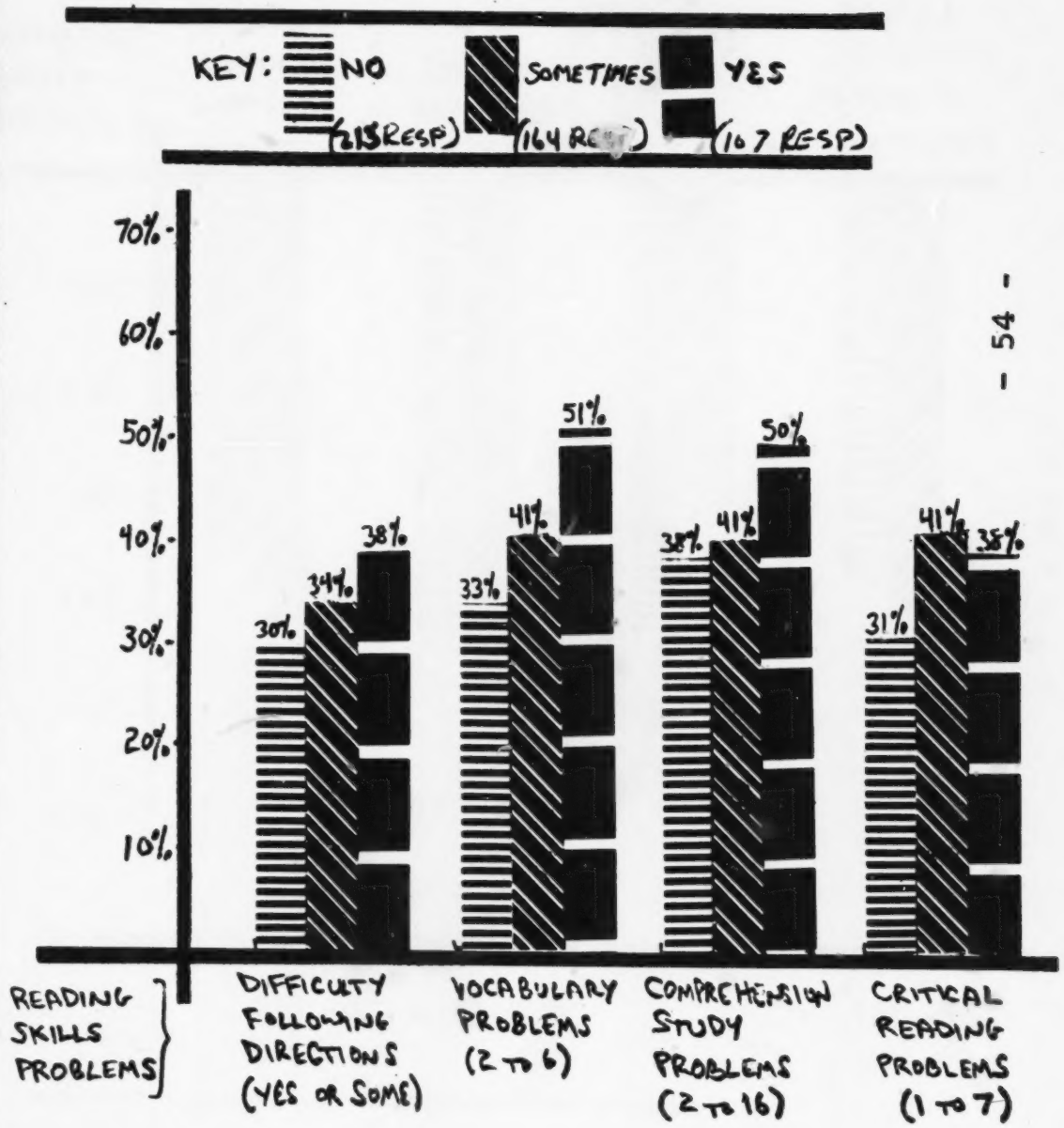


Figure 1a indicates no correlation between vision and reading-study skills problems.

Question: Is your vision good?

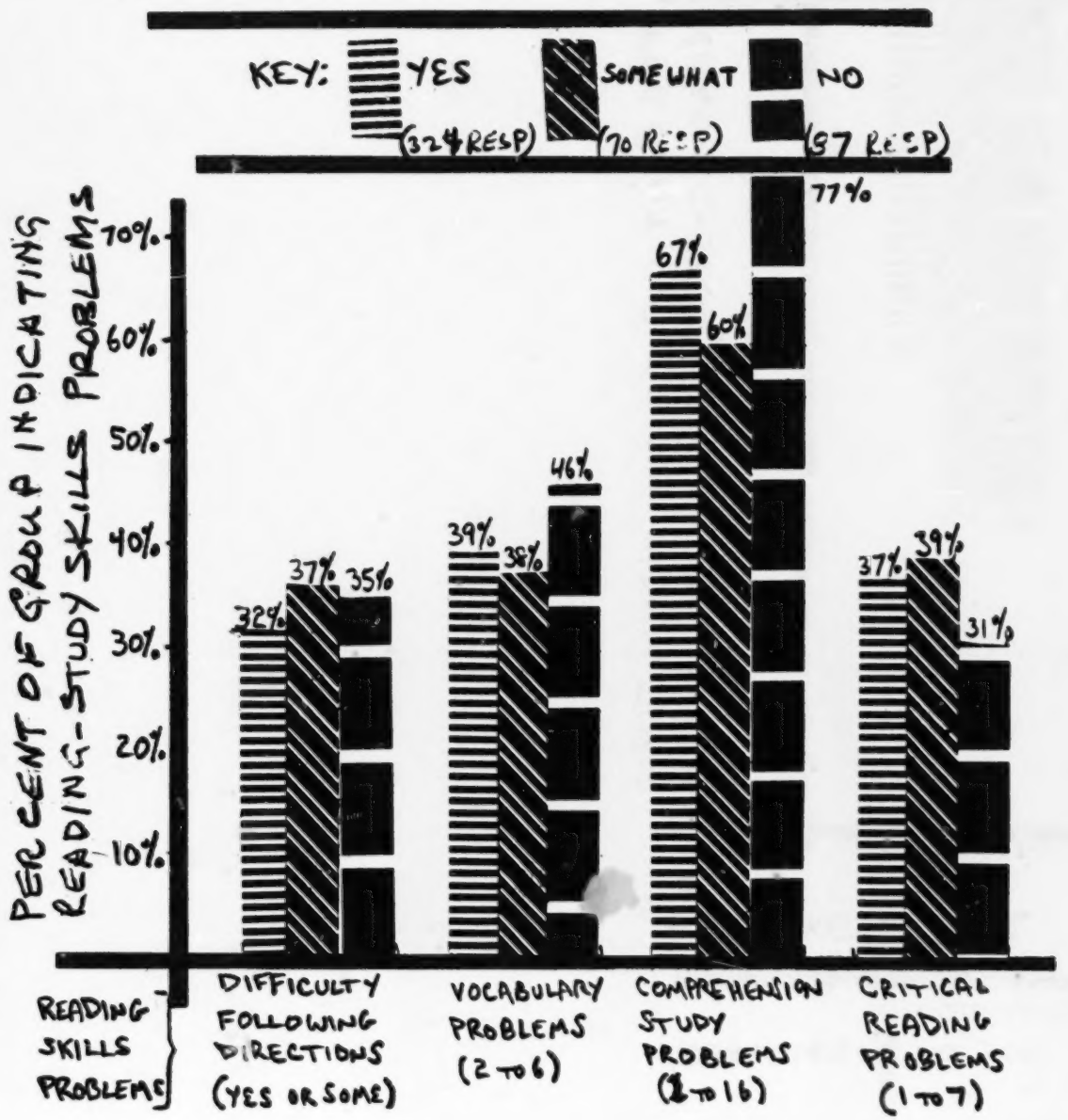


Figure 1f indicates a strong correlation between hearing difficulty and difficulty following directions.

Question: Is your hearing good?

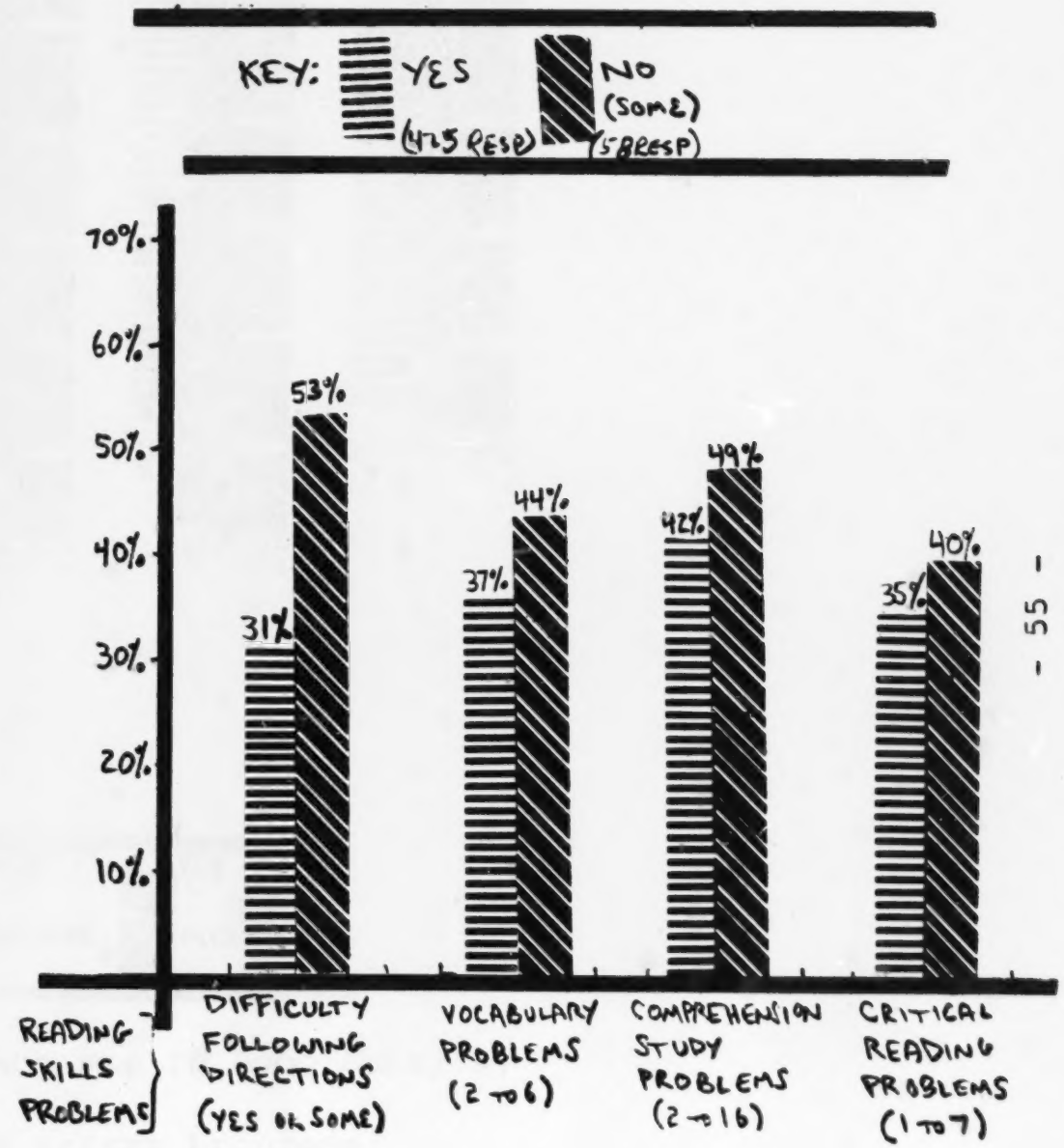
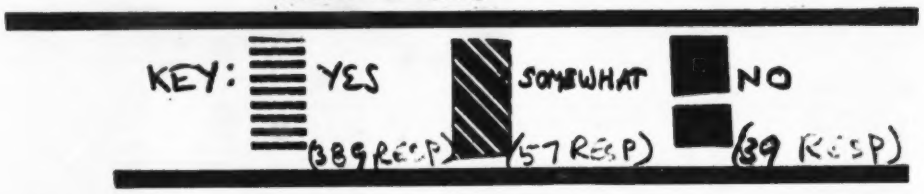


Figure 1q indicates that the feeling of being in good physical condition is clearly associated with fewer reading-study skills problems.

Question: Do you feel you are in good physical condition?



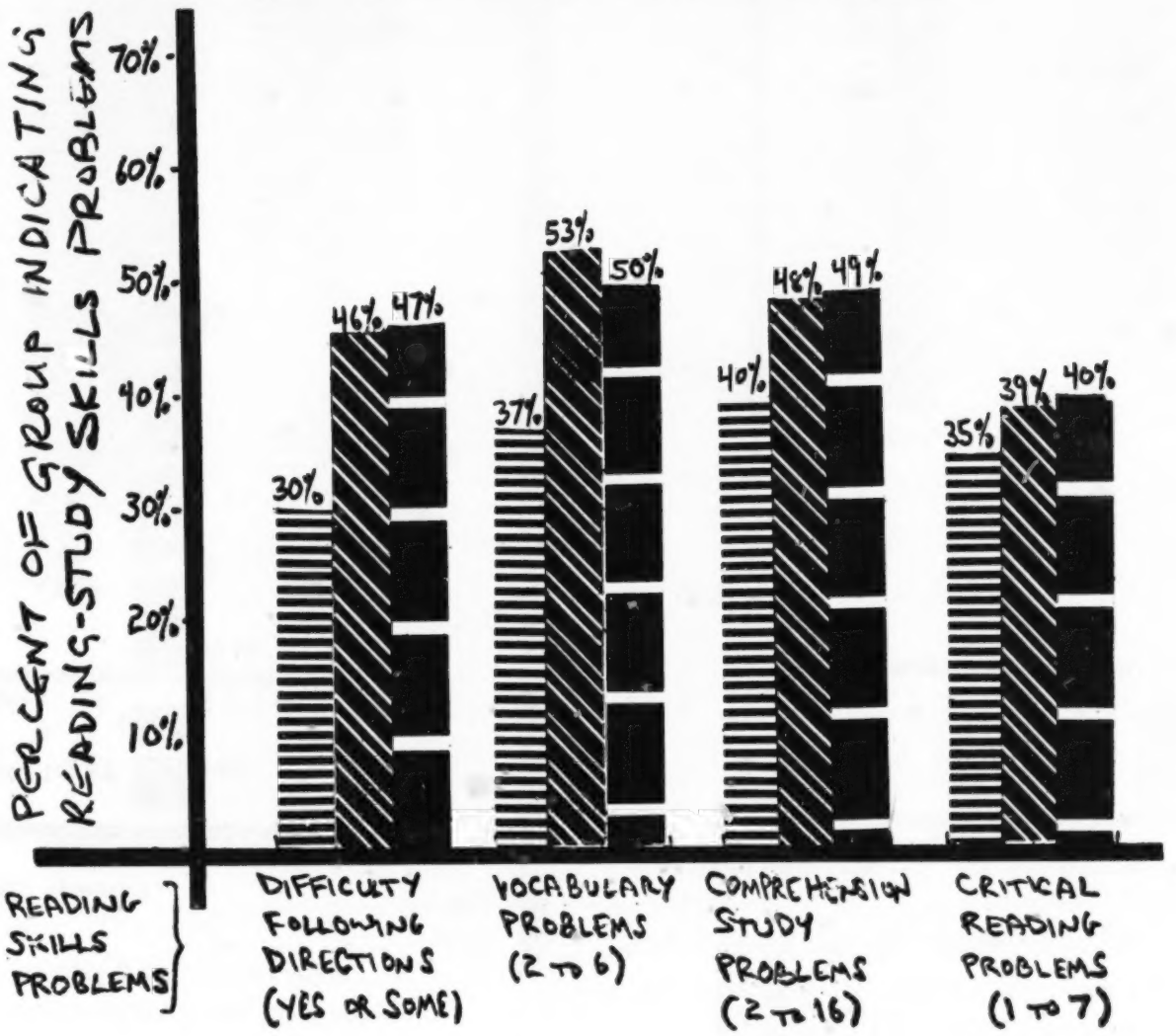
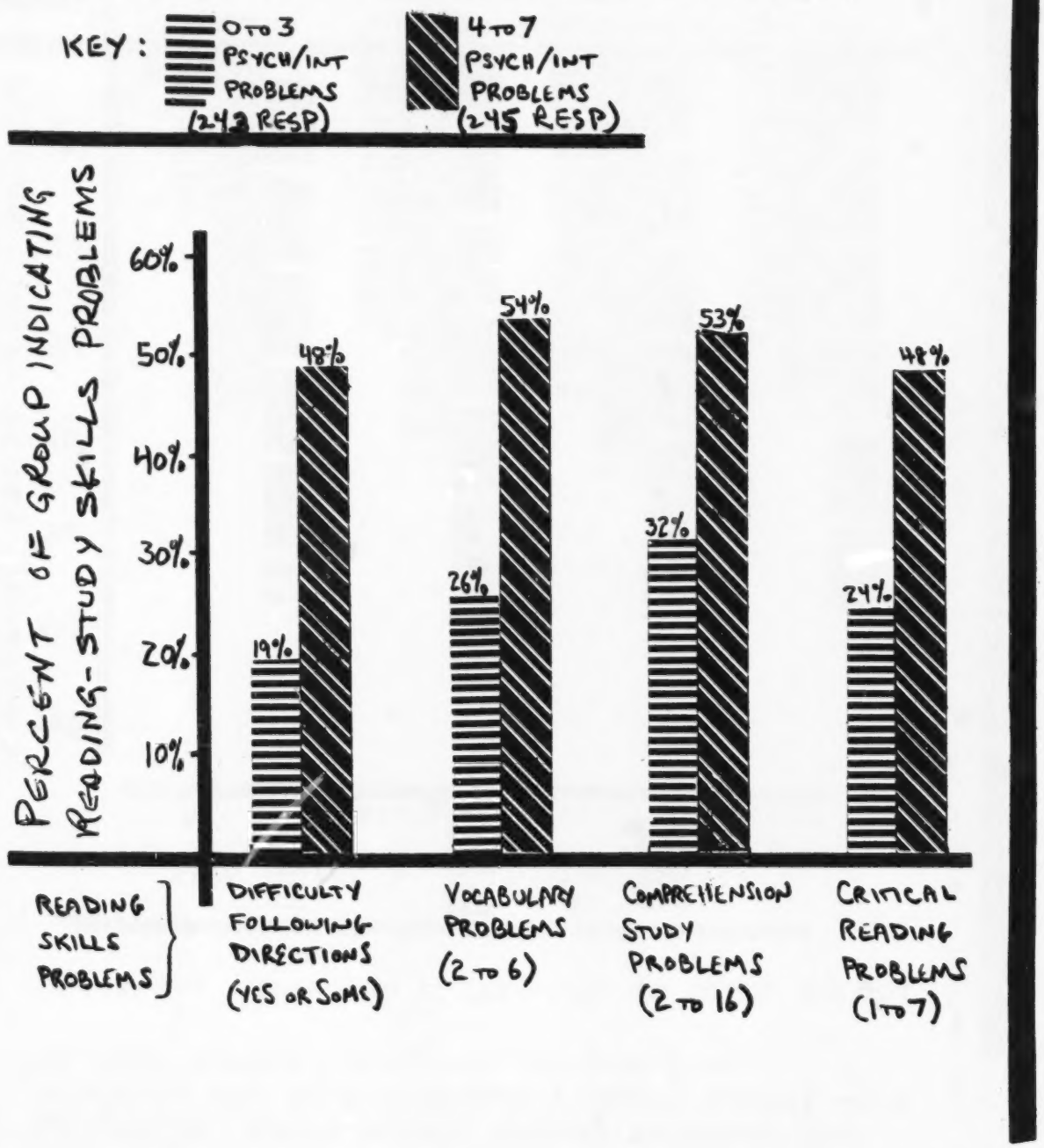


Figure 2 indicates an extremely strong tendency for those problems listed on the right to be correlated with difficulties in all areas of reading-study skills.

Question: Total of psychological-intellectual problems.



THE ORIGINAL 7 PSYCHOLOGICAL-INTELLECTUAL FACTOR QUESTIONS:

Psychological-Intellectual

Have you difficulty in doing school work?
Are you worrying about previous or present poor grades?
Do you worry about your reading ability?
Do you often find it difficult to concentrate when you read?
Do you understand all that you are assigned to read?
Do you think you are as intelligent as your classmates?
Would you like to be someone else?

Figure 2a shows a very strong tendency for students who have difficulty doing school work to have reading-study skills problems.

Question: Have you difficulty in doing school work?

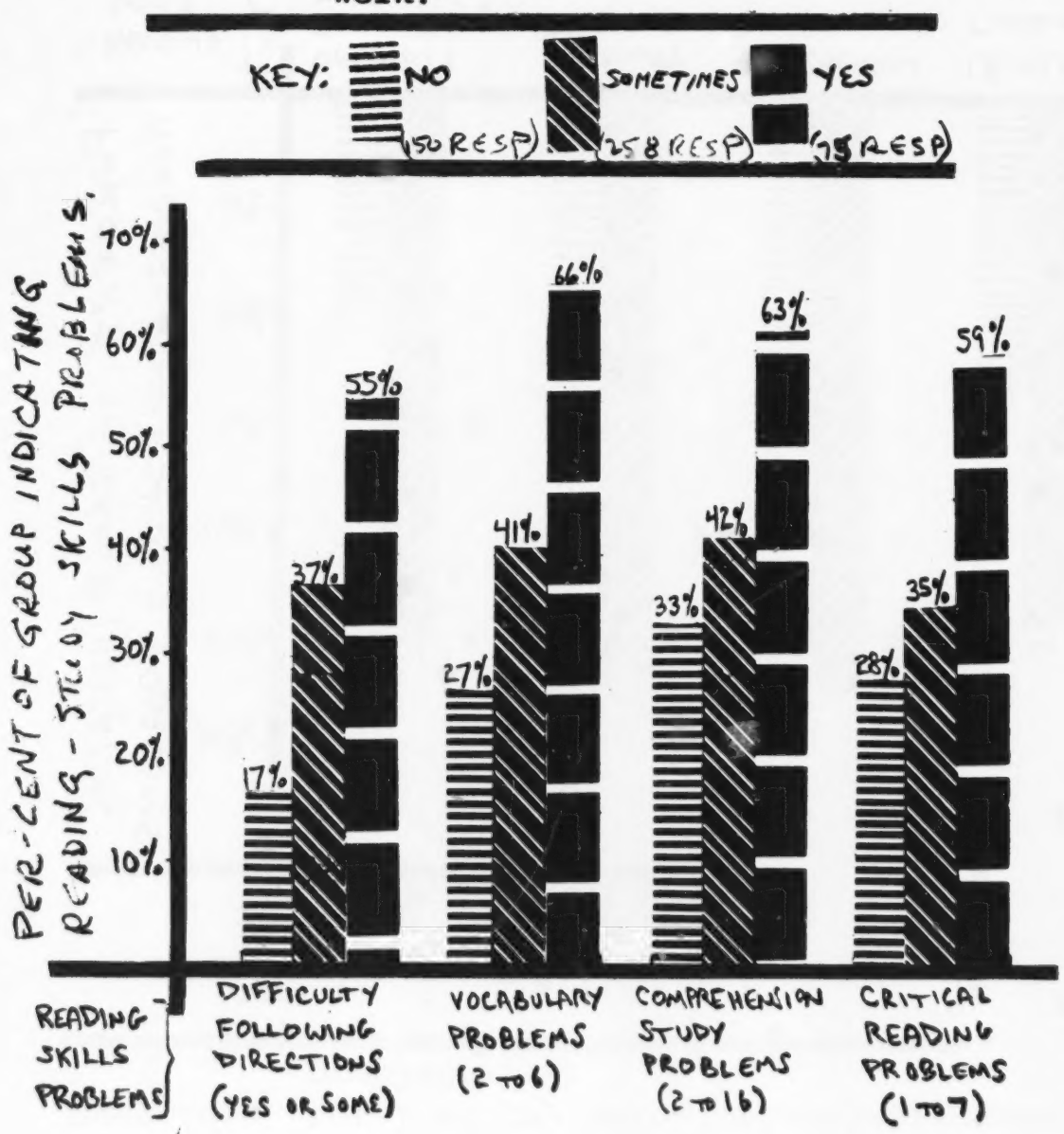


Figure 2b shows a strong correlation of reading-study skills problems with worrying about grades.

Question: Are you worrying about previous or present poor grades?

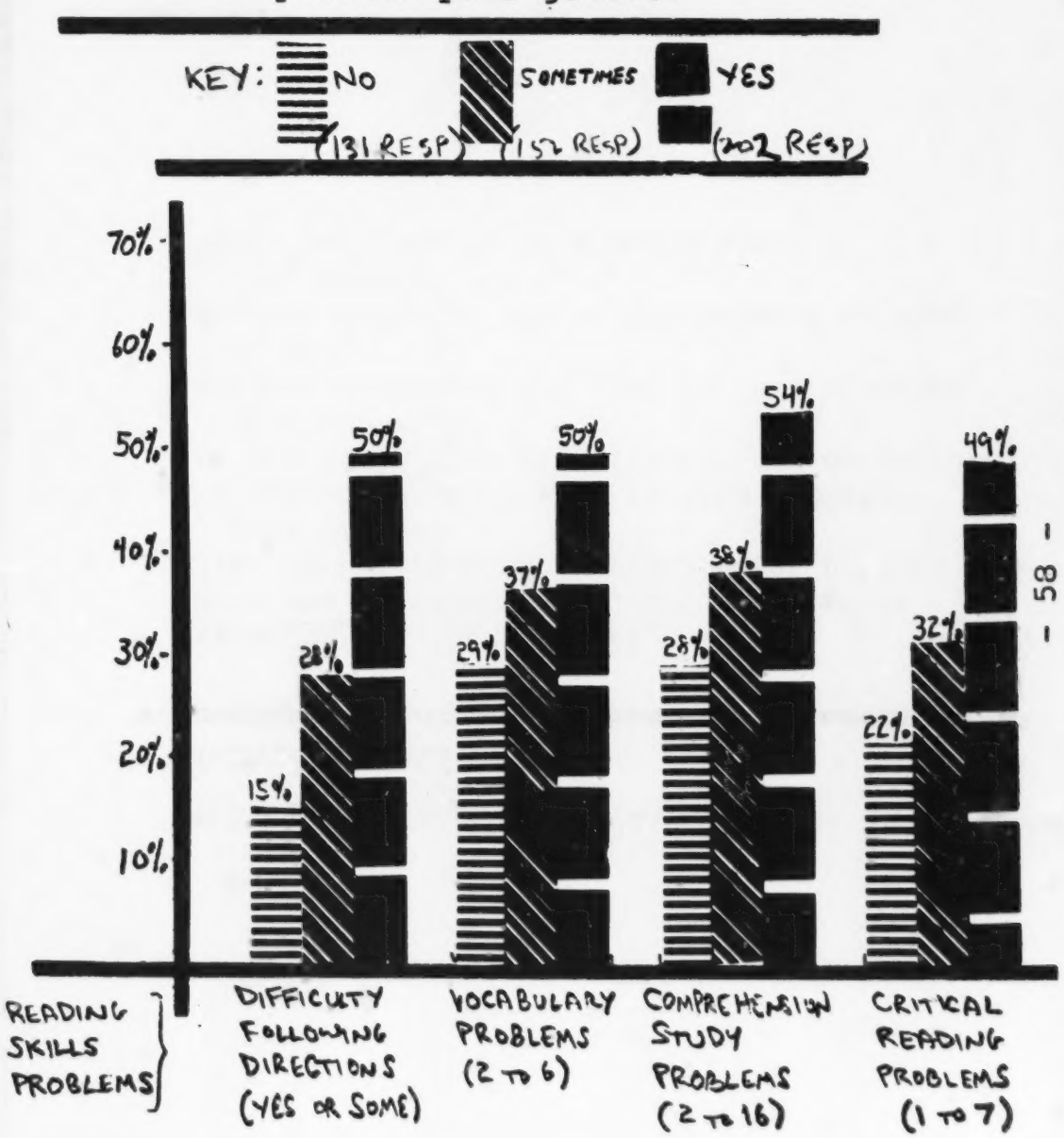


Figure 2c shows a very strong correlation between reading-study skills problems and worry about reading ability.

Question: Do you worry about your reading ability?

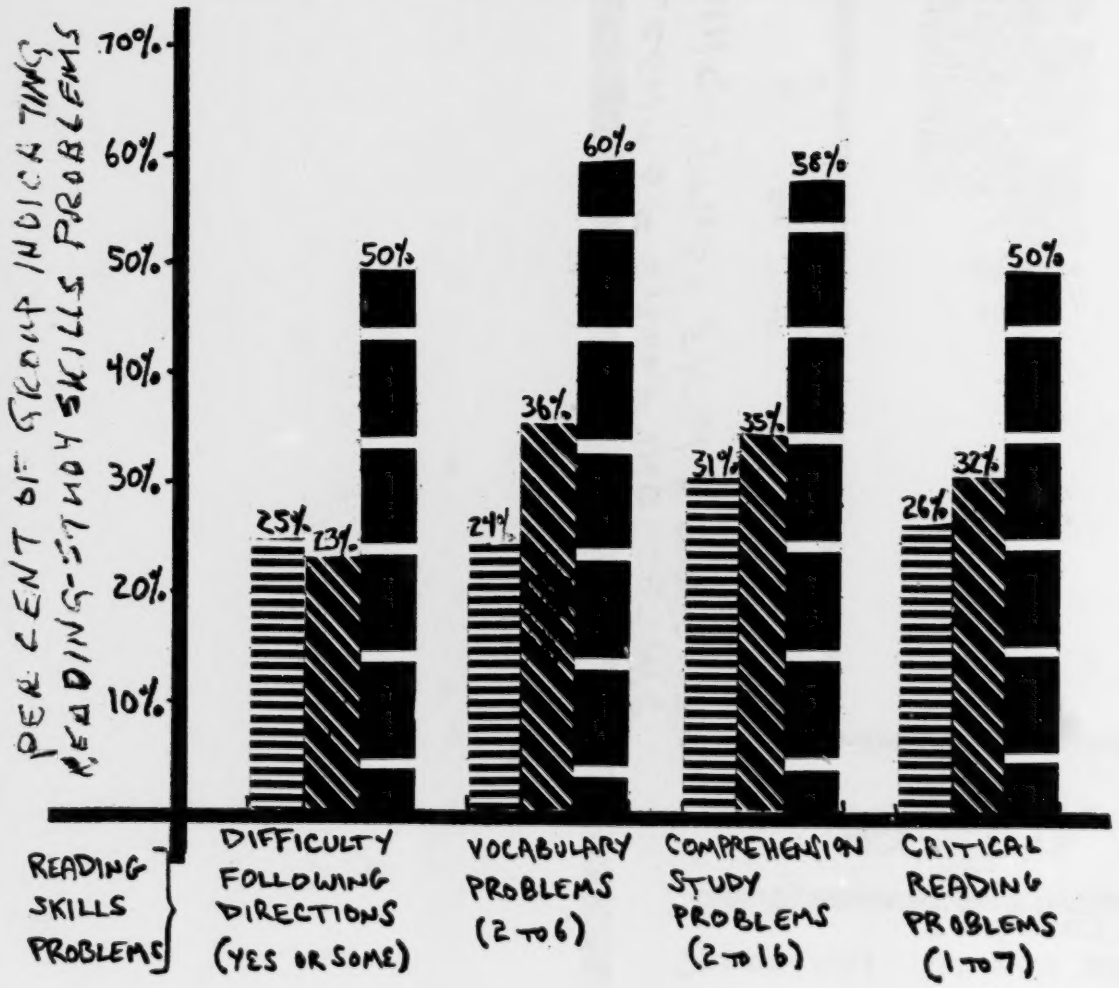
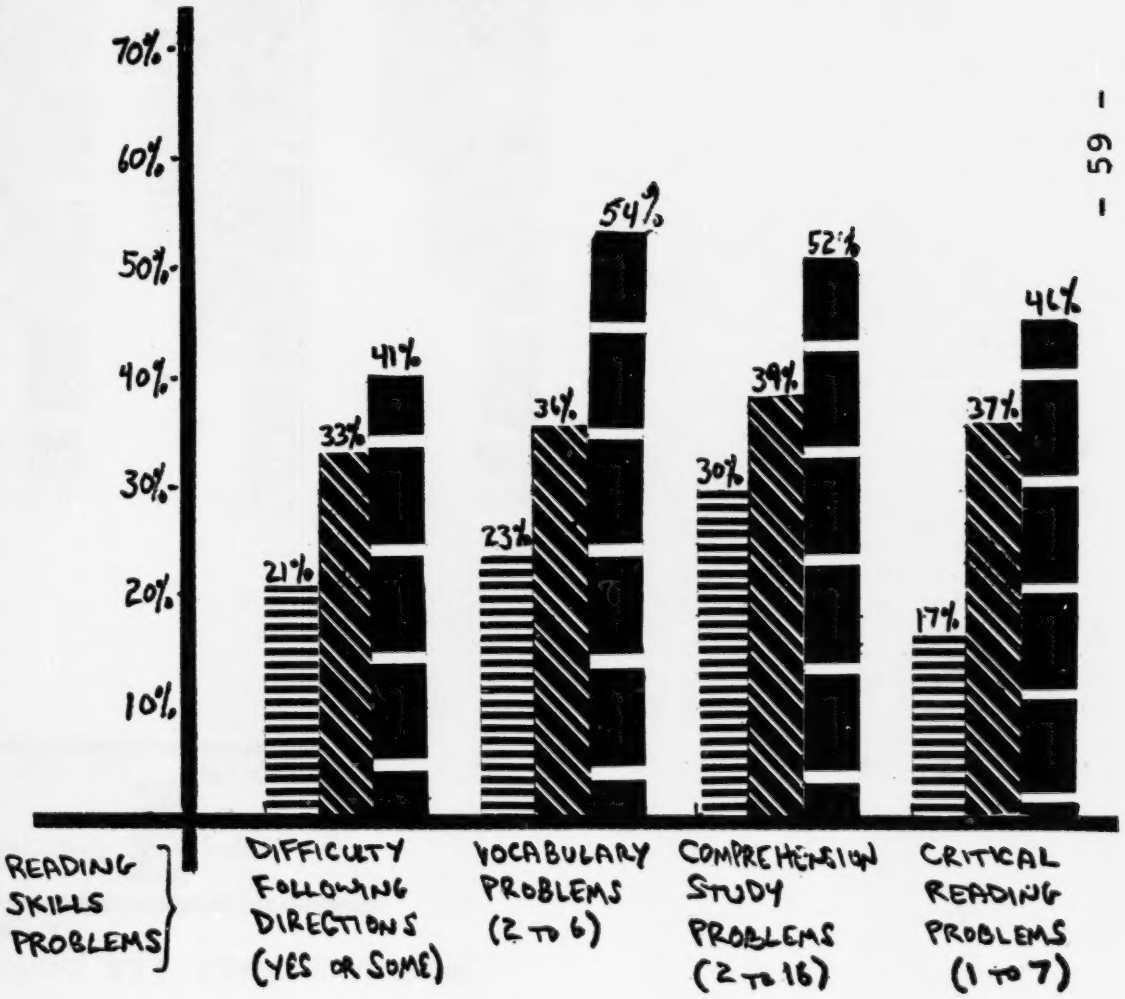


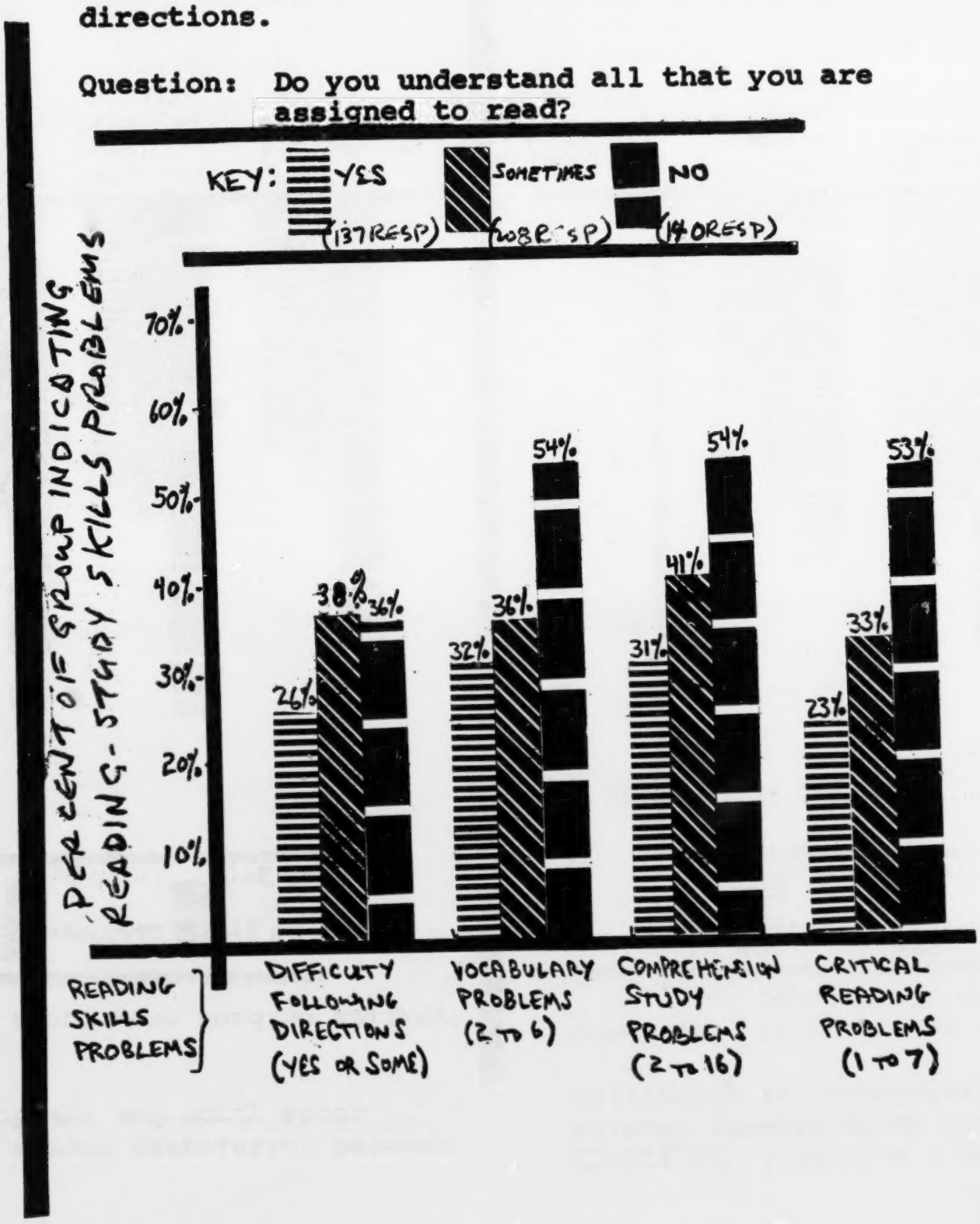
Figure 2d indicates a consistent correlation between reading-study skills problems and difficulty in concentrating when reading.

Question: Do you often find it difficult to concentrate when you read?



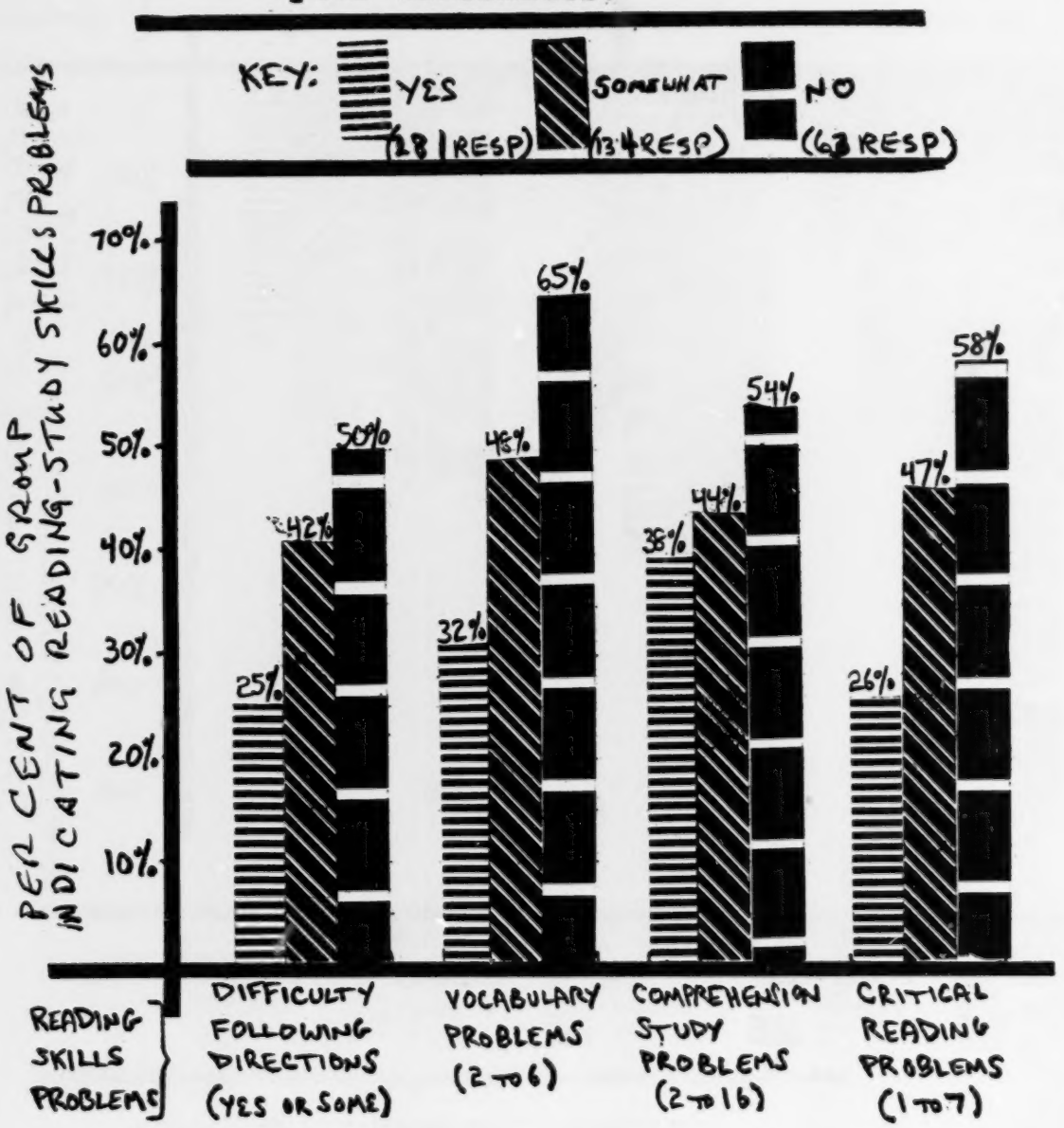
<u>Figure 2e</u> indicates a strong correlation between not understanding all that is assigned and reading-study skills problems except for a relatively weak correlation with difficulty in following directions.

Question: Do you understand all that you are assigned to read?



<u>Figure 2f</u> indicates a strong and very consistent tendency for feeling inferior to classmates to be related to reading-study skills problems.

Question: Do you think you are as intelligent as your classmates?



<u>Figure 2g</u> shows a preference to be soemone else to be strongly related to all reading-study skills problems except for vocabulary problems.

Question: Would you like to be someone else?

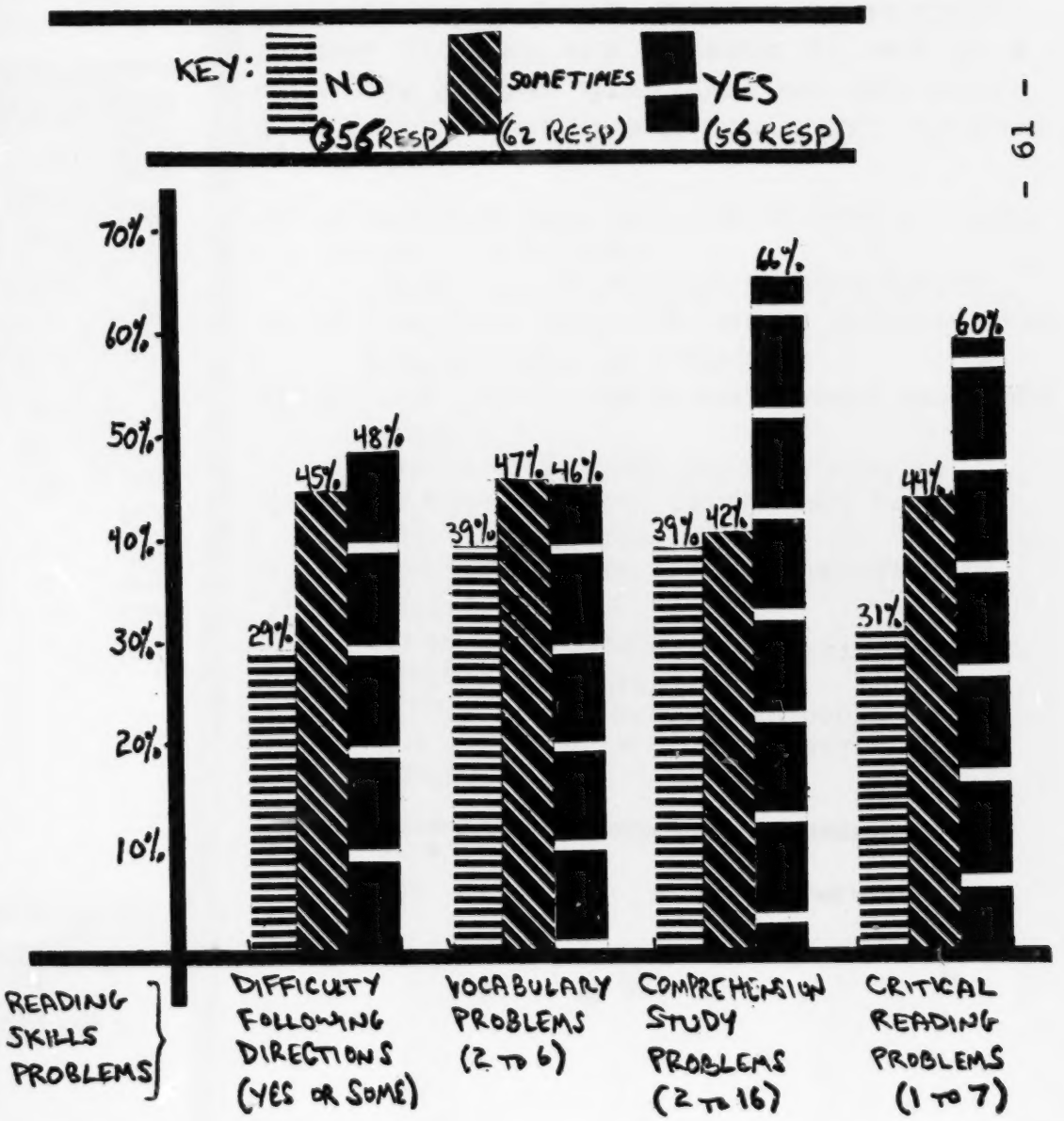
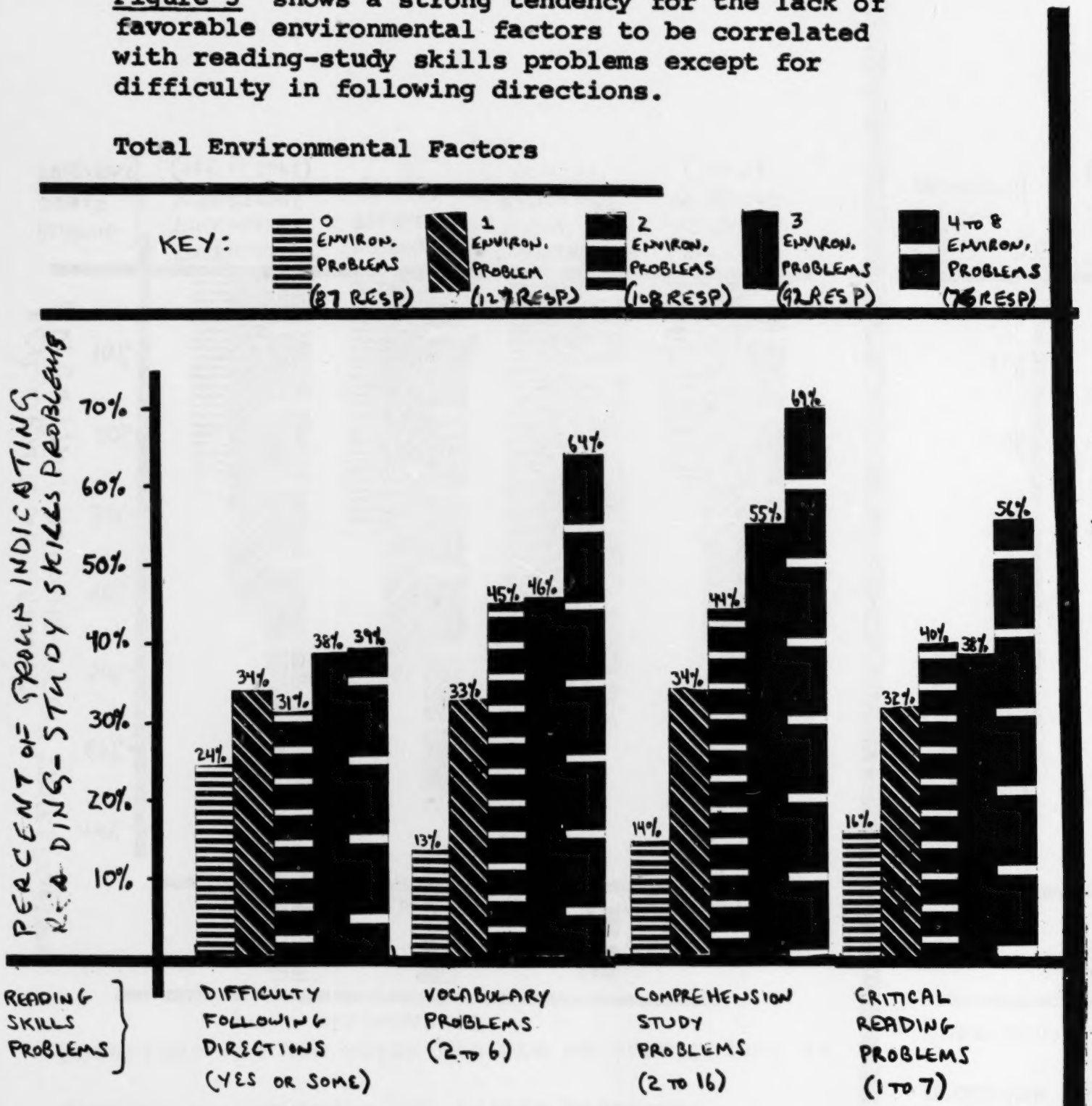


Figure 3 shows a strong tendency for the lack of favorable environmental factors to be correlated with reading-study skills problems except for difficulty in following directions.

Total Environmental Factors



THE ORIGINAL 8 ENVIRONMENTAL QUESTIONS:

Environmental

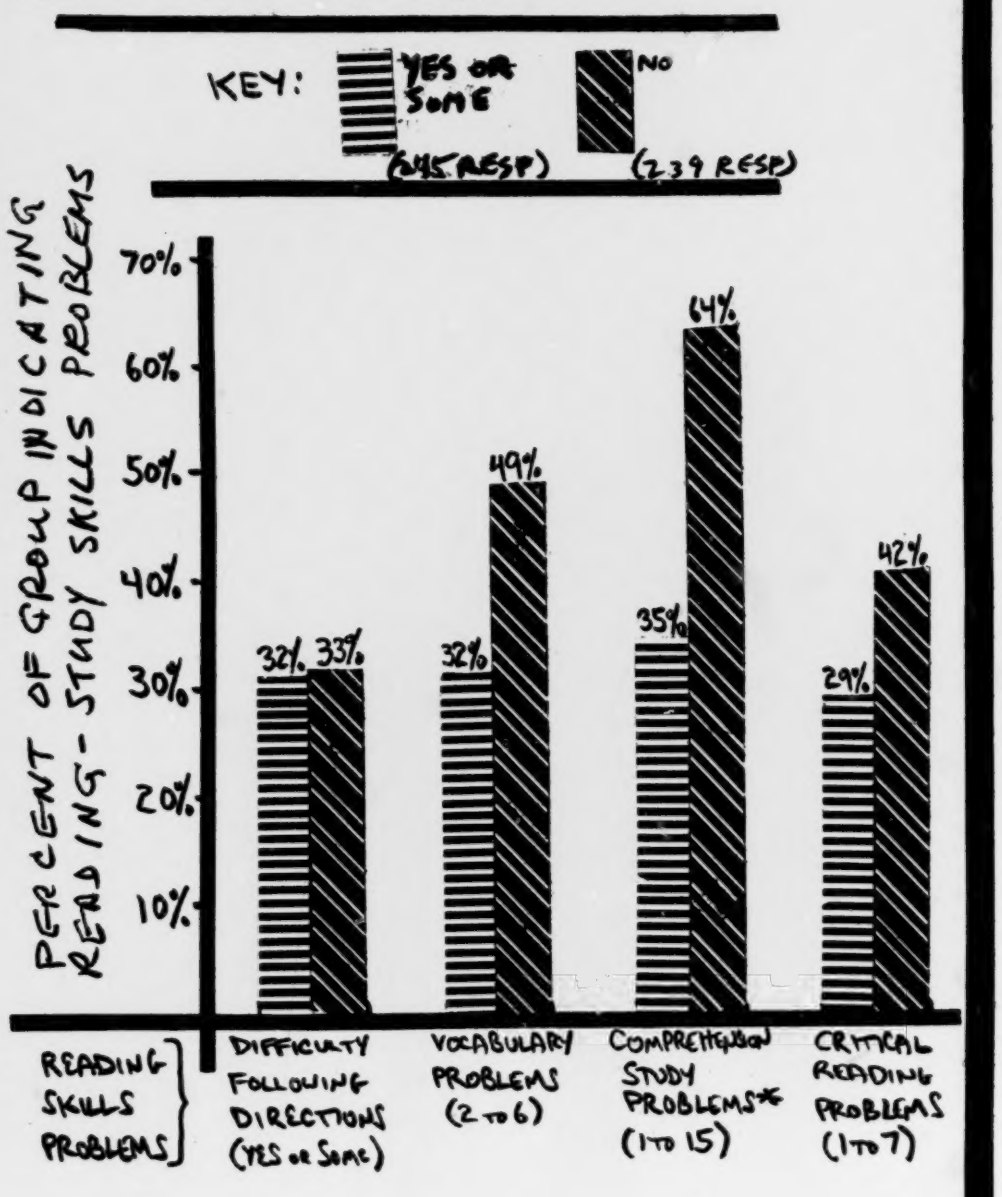
1) Are you living in a home situation which stimulates an interest in books and reading materials?
2) Do you have a place at home where you can study quietly?
3) Are you able to get reading materials in which you are interested?
4) As a child, did your parents and other members spend their leisure time in reading?
5) Do your friends and acquaintances encourage your interest in reading?
6) Do you think your high school teacners were interested in teaching reading skills?
7) Do you like to read?
8) Do you read much (outside of school work)?

Note: The reason environmental factors were not broken down further for additional figures was because it was felt that these factors treated separately are less significant as a measure of encouragement to reading-study skills than an over-all environmental picture as measured by an index.

Note: Figures 4a through 4f represent correlations between reading-study skills problems and individual items (from the questionnaire) which, a priori, seemed likely to have the most effect on reading-study skills.

Figure 4a indicates that lack of training in reading textbooks is correlated with all reading-study skills problems except for difficulty in following directions.

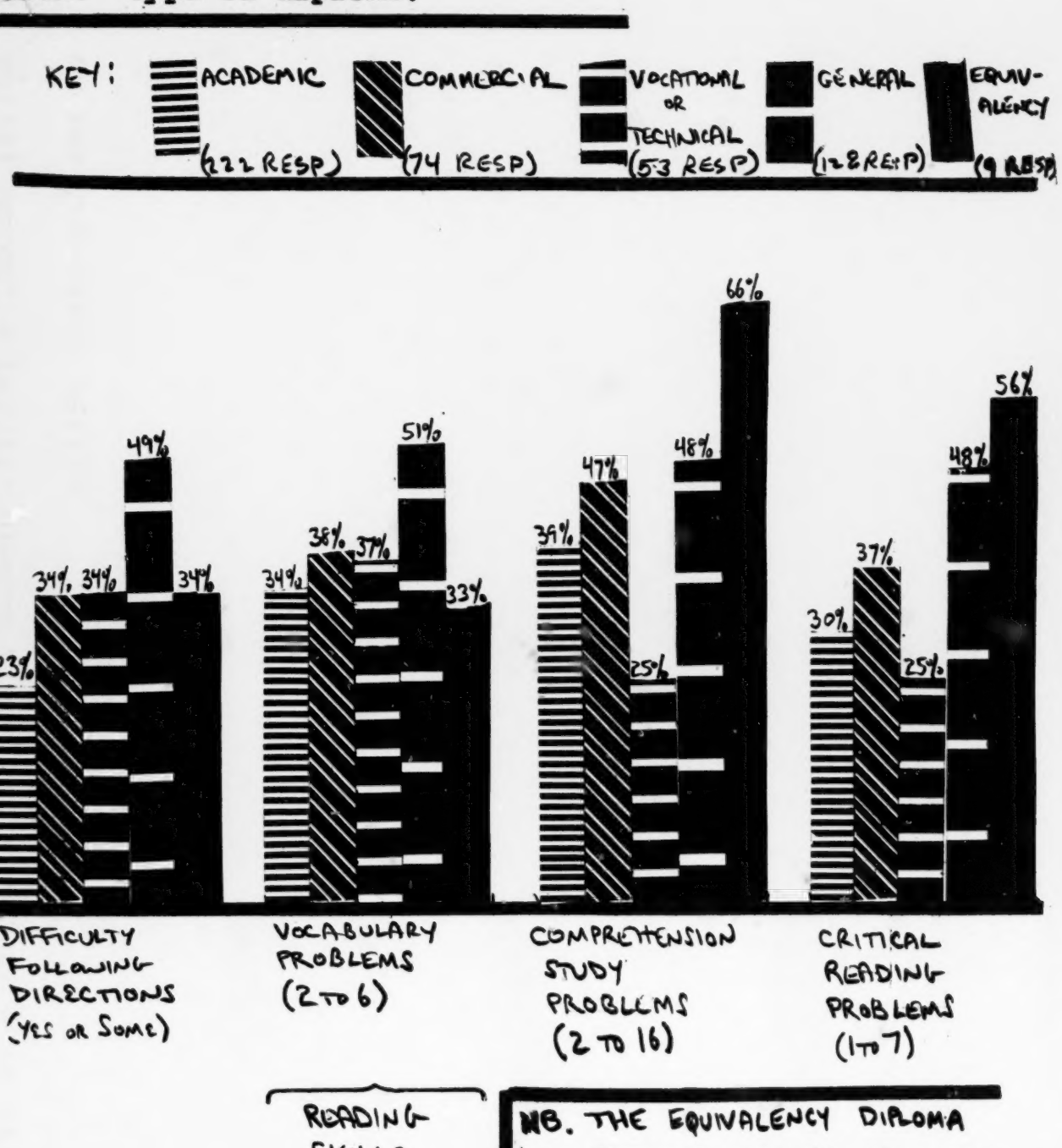
Question: Have you received training in how to read textbooks?



*For this figure this question has been excluded from the comprehension-study problems index.

Figure 4b indicates that holders of a general diploma have more difficulty in all areas than the other groups. Vocational and technical diploma holders have fewer comprehension and critical reading problems than the other groups.

Item: Type of diploma.



NB. THE EQUIVALENCY DIPLOMA RESULTS MAY BE SPURIOUS BECAUSE THEY ACCOUNT FOR LESS THAN 2% OF THE TOTAL.

Figure 4c indicates that students from Spanish speaking homes have more difficulty than other students following directions and reading critically; and with students from Italian speaking homes they have difficulty with comprehension-study skills.

Item: Language other than English spoken in home.

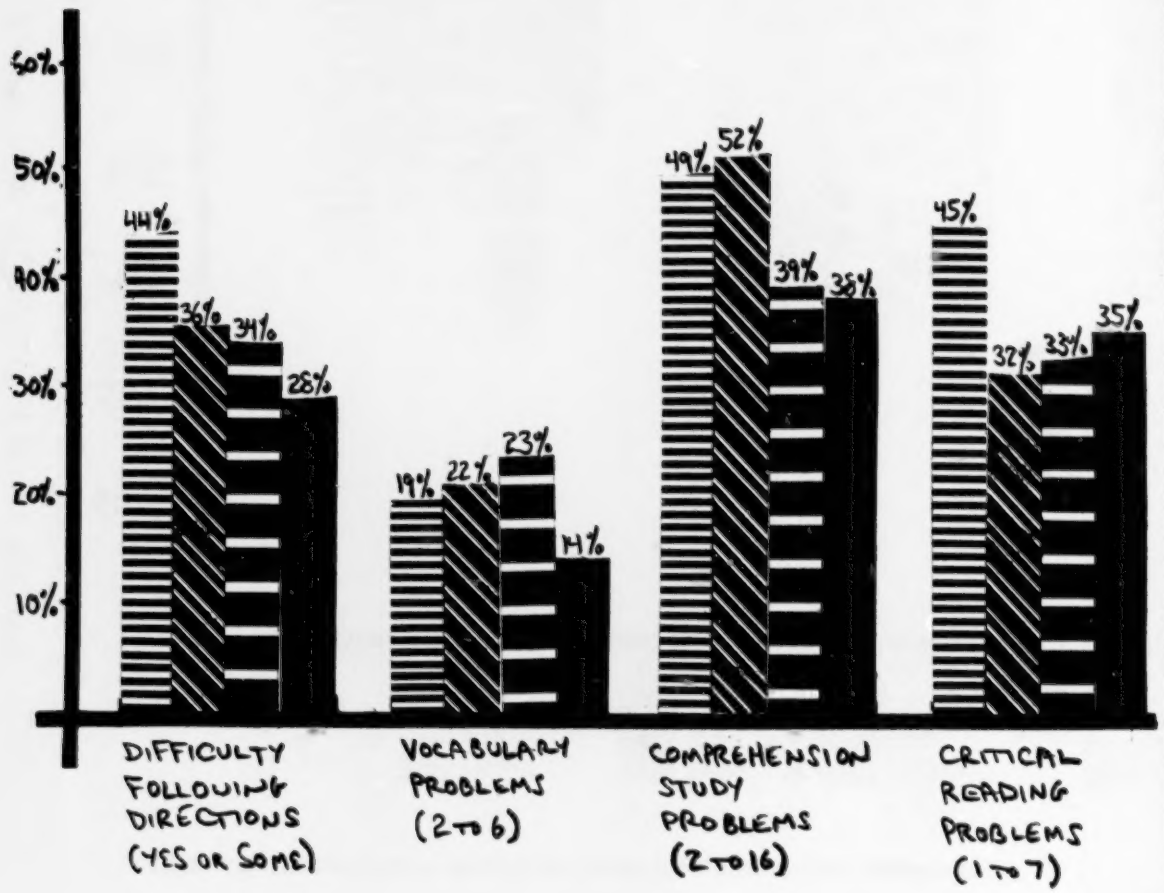
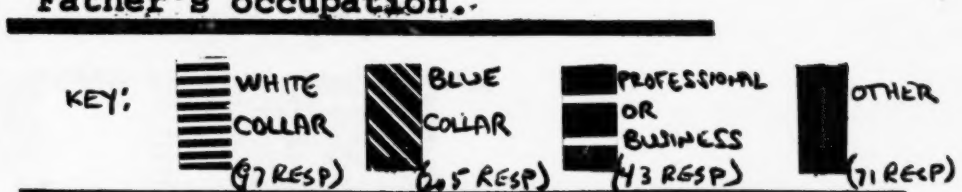


Figure 4d indicates that students from white-collar homes tend to have fewer comprehension-study skills problems and along with students from business and professional homes tend to have fewer vocabulary problems than students from other types of homes.

Item: Father's occupation.



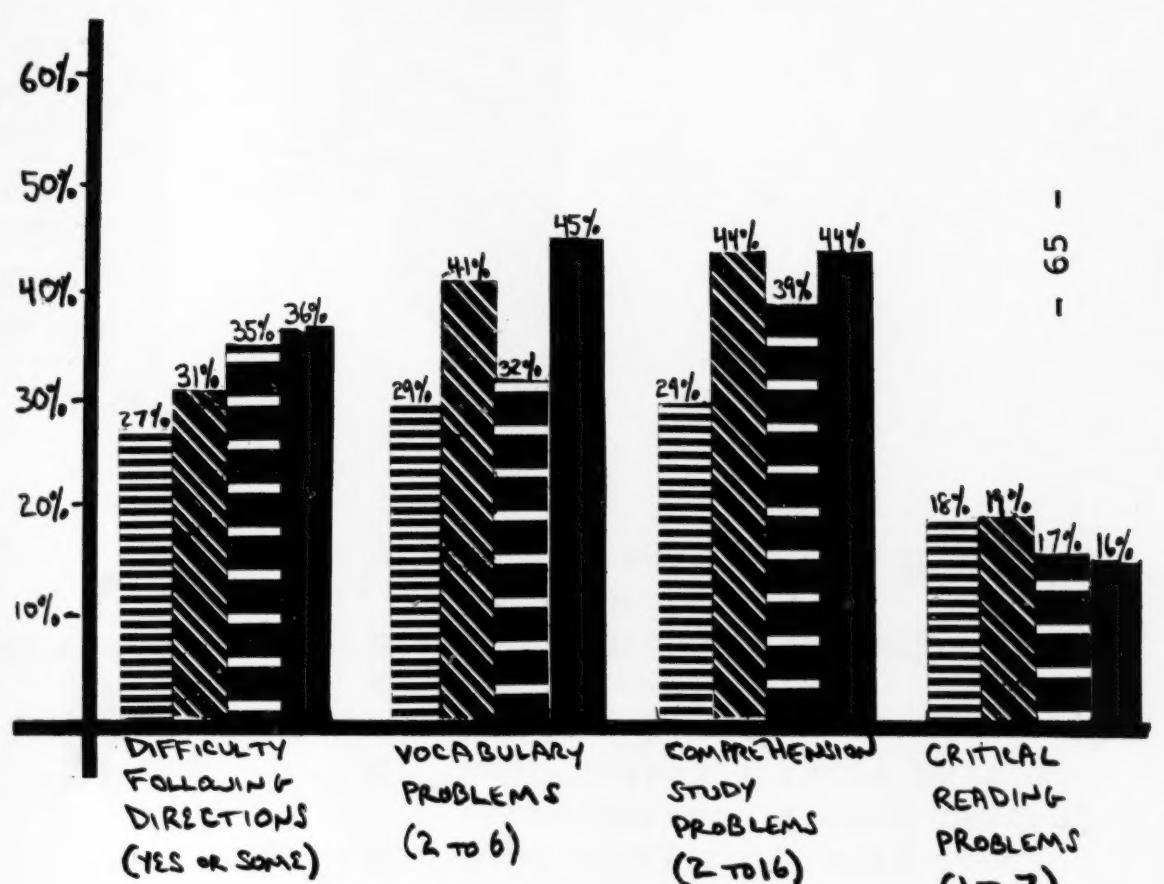


Figure 4e indicates a slight but inconsistent tendency for students who read more to have fewer reading-study skills problems than other students.

Question: How much do you read (outside of school work)?

a. Read everything that looks interesting: always reading
b. Read during a large part of my free time
c. Read occasionally
d. Read seldom from lack of opportunity
e. Hardly read at all from choice.

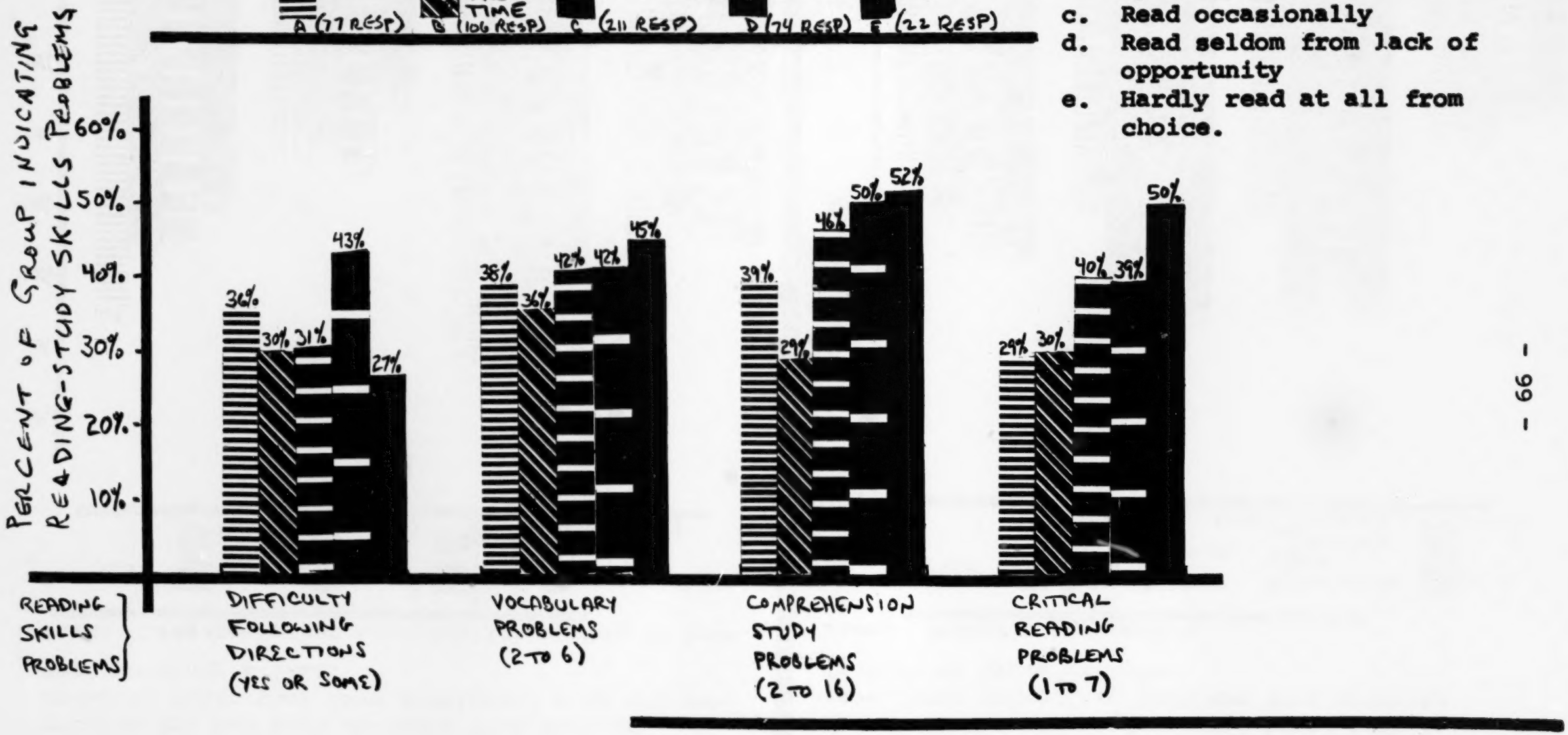
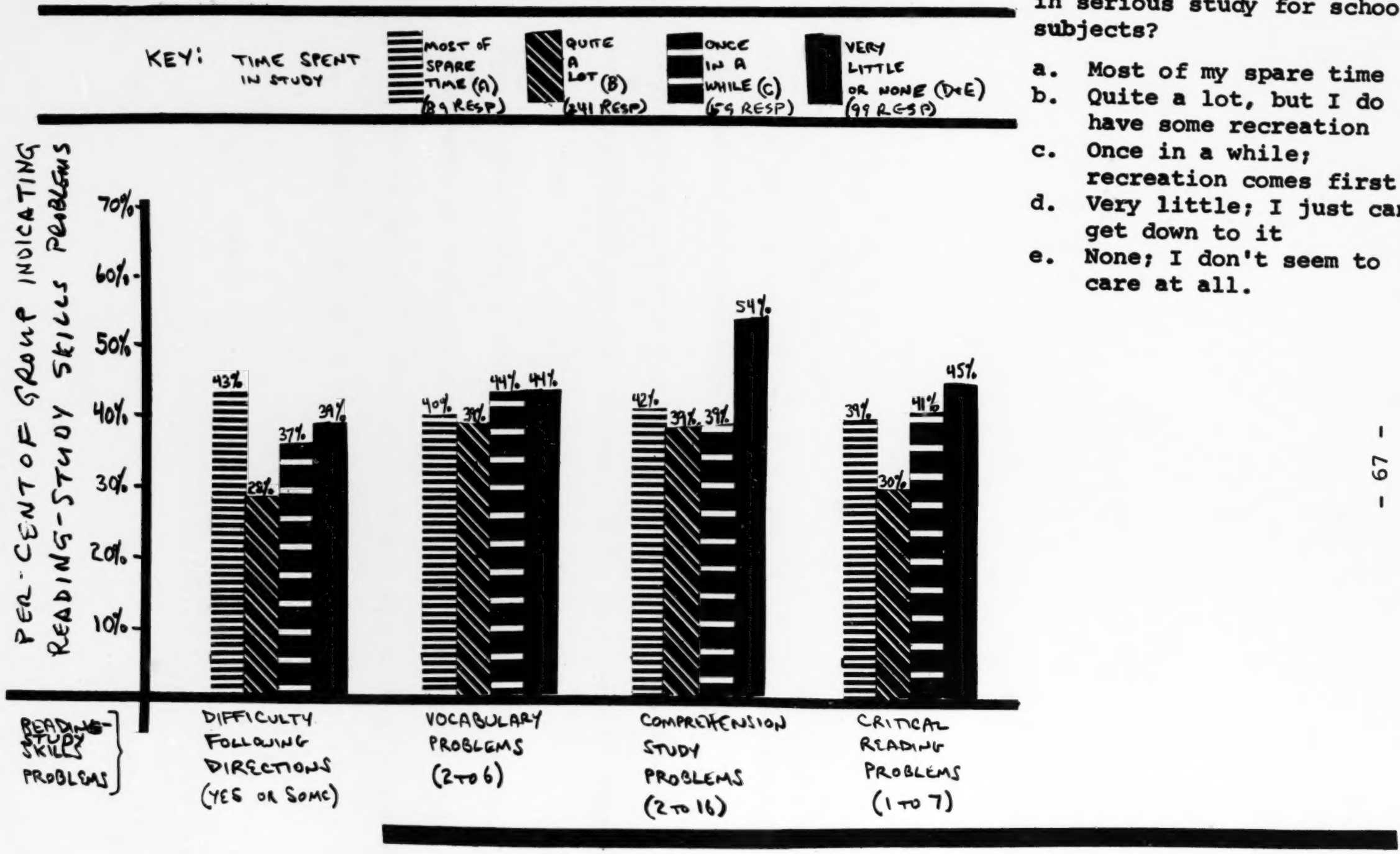


Figure 4f shows a slight tendency for students who study quite a lot to have fewer reading-study skills problems; those who study most of their spare time tend to have slightly more difficulty forllowing directions than other students.

Question: How much time do you spend in serious study for school subjects?

a. Most of my spare time
b. Quite a lot, but I do have some recreation
c. Once in a while; recreation comes first
d. Very little; I just can't get down to it
e. None; I don't seem to care at all.



PART IV

COMMUNITY COLLEGE READING PROGRAMS

Persons in charge of reading or basic study skills programs at the six community colleges cited in this study were asked to describe their programs in accordance with the outline noted in Appendix D. Three colleges had no formal reading or study skills program in the fall of 1969 when this study was undertaken. Three did, namely, Borough of Manhattan Community College, New York City Community College, and Queensborough Community College. The descriptions were made by the people whose names appear at the end of each statement.

READING PROGRAM AT
BOROUGH OF MANHATTAN COMMUNITY COLLEGE

I. Staff:

A. Two people are currently teaching reading

B. Their training is as follows:

1. Miss Motz--has approximately sixty credits in reading and related courses: NYU and Yeshiva University. This teacher is now attending Columbia in order to register in a Ph.D. program. She also has an M.A. degree and the Sixth Year Certificate, in addition to ten years teaching in the junior and senior high school and ten years teaching in college. She worked at Hunter College as Research Associate in Project English: gathering materials (reading) for the socially disadvantaged.

2. Mrs Holden--has an M.A. degree, and is now enrolled in a Ph.D. program in reading at NYU. She has nine credits in reading, seven years experience teaching reading, and was in the in-service training program in reading at Garercy Hill Institute.

II. Other Personnel:

Other departments and counselors are free to recommend students to the reading laboratory

III. Students:

A. There are 2,500 day students and 2,500 night students.

B. Approximately 170 students attend the lab. each semester.

C. The average number of students enrolled in each class is 20.

D. Students' greatest problem seems to be comprehension--and speed, or the lack of speed. Their general level of performance according to tests is grade 10.

IV. Standardized Tests Used and Placement:

A. The Nelson-Denny Reading Test, High School and College, is used for general placement.

B. At present the Gray Oral is used as a follow-up.

Note: We are seriously considering another test to replace the Gray Oral.

V. Instruction:

A. The course is designed to be remedial and developmental.

B. The reading lab. is neither required, nor is it an elective.

C. No credit is given.

D. Major Objective: To provide a reading program for students that will give them the necessary word attack, vocabulary, and comprehension skills to enable them to read sucessfully the text books and other materials they will meet in their continuing education.

E. The following skills are stressed: Word attack, comprehension, study, dictionary, skimming and scanning. In addition, stress is placed on reading maps and graphs, reference and texts, consonants, vowels, word structure, sight vocabulary, word meaning, context inference, symbolic discrimination, details, main ideas, sequence relationship, following directions, sentence structure, and the reading of fiction.

F. Books, materials, and equipment utilized are as follows:

1. Be a Better Reader Series--Smith
2. Power and Speed in Reading--Gilbert
3. SRA Labs. 111 and IV
4. SRA Reading for Understanding
5. SRA Pilot Library
6. SRA College Reading Program 1
7. SRA Dimensions in Reading
8. SRA Advanced Reading Skills Program
9. Harvard Classics
10. Perceptoscope--along with PDL Reading Improvement Program
11. Selected prose
12. Classroom library
13. Teacher-prepared materials
14. Accelerators
15. Dictionaries
17. Prepared lectures

G. Evaluative procedures are: Multi-level materials, grades, student maintained charts, informal testing, teacher prepared tests, standardized testing.

VI. Summary Statement:

The positive features of the program have been listed. It is my belief that the course should be compulsory and that credit should be given. The physical space is entirely too small. In addition, there should be no more than twelve to fifteen students enrolled in each class or section.

Submitted by
Miss Sandra Motz
Reading Instructor

QUEENSBOROUGH COMMUNITY COLLEGE
THE CITY UNIVERSITY OF NEW YORK

Reading Program at Queensborough Community College

I. Staff: Fifteen
Eight have master degrees or better in the field of reading improvement instruction.

II. Other Personnel:
Cooperation with the English department and with counselors in Student Personnel.

III. Students: 8,000 enrolled in college
500 enrolled in reading program
12 enrolled in a reading class

According to testing, reading instruction levels range from 7th grade to approximately 10th grade.

IV. Tests Used and Placement Procedures:
Incoming students receive English Cooperative Test to determine general strength and weakness of reading and writing abilities. California Reading Test is administered as a second test to diagnose specific reading disabilities.

V. Instruction: Our courses are designed for college level students functioning on approximately a 7th through 10th grade reading level. Instruction is offered in a self-contained classroom situation, supplemented by reading laboratory work. Our courses are prerequisite or requisite for the Basic English courses. No credit is given for remedial courses. Purpose of our reading course is to improve the students vocabulary, reading comprehension and interpretation and study skills abilities, as well as rate reading. We employ various types of skills texts and content textbooks on different instructional levels. For our stronger readers, we also employ the SRA Accelerator and EDL Controlled Reader. Evaluation of student's progress is made mainly on informal observation, as well as a final standardized test. (no printed syllabus available)

VI. Positive features of our program; small classes, homogeneously grouped; well-trained and experienced instructors.

Negative features of our program; grouped classes meet three hours a week. It would be desirable to make the program more intensive; we would consider the course more motivating if credit were granted; we desire more text materials, and more reading laboratories.

Submitted by

Dr. Paul Panes, Chairman
Basic Skills Department

NEW YORK CITY COMMUNITY COLLEGE READING PROGRAM

READING AND STUDY SKILLS CENTER

1. Staff

Prof. Ruth Liberman, Coordinator - MA in Remedial Reading NYU + graduate credits

Instructors

Fred Roebuck	- MA in Remedial Reading, Presently in NYU Doct.Prog.
Irene Rabinowitz	- MA in Remedial Reading + 30 credits NYU
Tamar Kirshner	- MA in Guidance + 6th Yr. Prog. Remedial Reading NYU
Irene Goldberg	- MA in Remedial Reading, Hofstra, Presently in NYU Doct. Program
Lorraine Beitler	- MA in Guidance + courses in Reading, NYU, Two semesters as evening instructor in Reading

2. Other Personnel

Ruth Lemansky - College Science Technician
B.S. in Antioch College - Elementary Education
Will complete MA in Reading at NYU August 1970

Secretary - Lillian Pace
Experienced and well trained in the procedure of our developmental and individualized program. Efficient in office and inter office communications.

3. Students

The number enrolled in the college - round figures, 4,000
The number enrolled in the Reading Program - 384 per semester
The average enrolled in a reading class - 15
Besides those deficient in reading, we enroll volunteers, faculty referrals, and staff.

4. Standardized Tests Used and Placement Procedures

Tests - Nelson-Denny Reading Test
Spitzer Study Skills Test
Gray Oral (if students score 8th grade or below on Nelson-Denny)

Placement Procedures

Students who score below a 10.5 level cut-off point on the Nelson-Denny Test are required to take the course.

5. Instruction

a. Kinds of course in lab: Individualized remedial program.

b. Most of our students are required to take the course. We do provide instruction for electives to take our course.

c. Credit: No credit is received for this course.

d. Major objectives:

1. Improve student's ability to study.
2. To teach students to read material more rapidly with greater understanding.
3. To understand more words without recourse to a dictionary.
4. To engage a dictionary as a life tool.
5. To teach students to use a library's resources with familiarity.
6. To have students show improvement on a standardized reading test.
7. To help students raise their reading level so that they can read with more fluency and understanding.
8. To develop their study skills.
9. To heighten student's self image, self-confidence, his reading, and his role as a college student.

e. Major objectives (skills stressed)

1. Through tapes, we develop student's listening, working and study skills.
2. Outlining, following author's organizational patterns, main ideas, better study habits, using the dictionary, critical reading, improving rate with better comprehension, increasing vocabulary, drawing conclusions, and summarizing are some of the more important skills stressed.

f. Books, materials, and equipment utilized

1. SRA Power Builders and SRA Reading for Understanding Kits.
2. Tactics in Reading Kits, Levels I and II.
3. Listen & Read Tapes and Workbooks, Levels GL, MP, MN (EDL Material).
4. Scott-Foresman Materials.
5. Be a Better Reader Series.
6. 88 Passages Material.
7. Controlled Reading Film Strips.
8. McGraw-Hill Film Strips.

5. g. Evaluative Procedures
    1. Individual conferences and consultations with instructors.
    2. Instructors keep anecdotal reports of student's progress.
    3. Students keep records of their progress on graphs and charts in their work folders.

6. Summary Statement

To help our students do better in their study skills, we are encouraging better coordination of programs with other departments. Taping lessons for use in demonstration lessons is one way. Department chairmen want to learn more about the Reading Center's work so that their students will raise their reading level. They feel that college level reading ability is an essential skill in passing their curriculum.

The use of Walter Pauk's, How to Study in College as our basic text has been an improvement this year for developing more efficient study habits with our students.

The supply of materials has constantly been replenished. We have been evaluating material so that all levels of reading will be adequately accommodated. More books have been purchased that are at a suitable interest level for our students. Policies and procedures have been revised for better instructions.

New college level skills materials were purchased for volunteers and students who have to repeat the course.

Suggestions and Changes Recommended

1. Block programming designed to provide intensive and extensive remediation in reading be established.
2. Closer cooperation between the reading and writing departments.
3. In addition to the present courses offered, we suggest that mini courses be given to those students who need help in specific areas. These should be publicized through the school newspaper and bulletins.
4. In order to add to the motivation of the student, we suggest that our reading course bear some academic credit, somewhere between one and three credits.
5. Compulsory attendance in a Lab situation must be followed.

6. We are seeking better programmed material in the area of developing the vocabularies of our students.
7. Instructors should teach the deficient students how to read textbooks efficiently and how to use reference material in order to function successfully as college students.

Submitted by
Ruth Liberman
Reading Skills Center

PART V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This study of the reading-study skills problems of students in community colleges of CUNY was made in the fall of 1969, in order to obtain information about the students' self-evaluations of their reading-study skills problems and in order to help educators better understand what they must do if they are to improve the single most important function of education--the teaching of reading. More specifically, this study was concerned with obtaining background information about the community college students in CUNY, to note what are their goals (vocational and scholastic), extra-curricular activities and interests, to analyze factors which may contribute to reading-study skills problems, to determine what major problems in reading-study skills students believe they have, to determine correlations between reading-skills problems and factors reasonably assumed to be influential, and to analyze existing reading programs in CUNY which may be attempting to resolve these problems.

Generally the data reflect that these students have many reading-study skills problems and that in many instances the community colleges of CUNY are not providing or are unable to

provide adequate help to remedy these problems. The factors noted in this study that have particular bearing on students' reading-study skills are as follows:

1. Most of the students come from a lower socio-economic background, work part time or full time, and read occasionally; though they read only occasionally, many do like to read. When they do read, they prefer to read novels, short stories, magazine articles, newspaper articles, and the news in that order.

2. The majority of these students profess to study a lot but with the following problems to some degree:

   a. Physical - being tired often.

   b. Psychological-Intellectual - finding it difficult to concentrate when reading; worrying about previous or present poor grades; lacking the ability to understand all reading that is assigned; having difficulty in doing school work; worrying about reading ability.

   c. Environmental - receiving little encouragement to read from friends and parents; having high school teachers who were not particularly interested in teaching reading; and living in a home situation that does not stimulate an interest in reading.

3. For the majority of these students their problems in reading and studying are mainly centered around comprehension - study skills, critical reading, vocabulary (in that order) and to a lesser degree in following directions.

4. With these students fewer physical problems tend to be correlated with fewer reading-study skills problems.

5. Psychological-intellectual problems tend to correlate highly with difficulties in all areas of reading-study skills.

6. Negative environmental factors correlate highly with difficulties in all areas of reading-study skills except for difficulty in following directions.

7. Lack of training in reading textbooks is correlated with all reading study-skills problems except for difficulty in following directions.

8. Students who hold General Diplomas have more difficulty than the other groups of students in all reading-study skills; students who hold Vocational or Technical Diplomas have fewer comprehension-study and critical reading problems than the other groups of students.

9. Students from Spanish speaking homes have more difficulty than other students following directions and reading critically, and students from Italian speaking homes have more difficulty with comprehension-study problems.

10. Students from White Collar homes tend to have fewer comprehension-study skills problems and, along with students from Business and Professional homes, tend to have fewer vocabulary problems than students from other types of homes.

11. Students who are more consistent readers reveal a slight but inconsistent tendency to have fewer reading-study skills problems than other students.

12. Students who study quite a lot but do have some recreation have fewer reading-study skills problems than other students; those who study most of their spare time tend to have slightly more difficulty following directions.

13. At least half of the colleges involved in this study do not have any programs to cope with the reading-study skills problems of their students and those colleges that do have programs are plagued by major problems, in particular, the lack of adequate space and materials, and the inability to award credit to students for work they do in the course or program.

It is clear that from these students' self-evaluations of their reading-study skills problems that the majority of them need help and that generally help is not being given. From what the students say about their secondary school English

teachers and from the National Study of High School English Programs,[2] it is quite apparent that secondary English teachers believe in the cliché "students have learned to read in elementary school; in junior and senior high school they read to learn." Further, it is apparent that the majority of students now in community colleges cannot be looked upon as being prepared to do the difficult reading and academic work presently required of them. Given these circumstances, then, it should also be apparent that colleges can no longer afford to shirk their responsibility of providing reading instruction if they are genuinely interested in their students succeeding.

At a time when all the colleges of CUNY are demanding more funds to cope with open admissions, they cannot avoid giving this matter their immediate attention not only for the good of the students but also in the interest of the public which is beginning to demand that educational institutions be held accountable for their ability to accomplish their aims.

What we need, then, is an intelligent and comprehensive plan of action to be taken by all concerned CUNY personnel if we are to realistically engage in an open admissions policy which "shall maintain and enhance the standards of academic

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[2]For further information about this study, see James R. Squire and Roger K. Applebee, High School English Instruction Today (New York: Appleton-Century-Crofts, Inc., 1968).

excellence." As a prelude to this course of action all concerned personnel may wish to consider the following recommendations:

1. Academic Improvement Service Centers

The Open Admissions Plan calls for supporting services to help students compensate for academic deficiencies in order to avoid high attrition rates which usually accompany open admissions; however, the Plan is relatively vague about what these supporting services should be and how they might be structured. Because these supporting services are absolutely basic and necessary to maximize the probability of success for all students and because so little thought has been given to them to date, immediate attention should be given to establishing Academic Improvement Service Centers at all the colleges in CUNY.

These centers might perform the following functions:

a. Engage in freshmen orientation and subsequent individual counseling of all incoming students.

b. Establish workshops immediately in reading-study skills, writing, and mathematics and later in other academic areas. These workshops should be for all students of varying success who seek aid. In order for these workshops to be meaningful

and not conducted in a vacuum, as they often are, these workshops should be cocurricular offerings which are geared closely to the work the student is doing in his regular courses.

2. Reading Clinic

Establish a reading clinic in order to provide the following three essential services which would help to supplement efforts of those conducting the workshops and regular academic classes: diagnosis, prescription, and remediation of reading problems.

3. Faculty Involvement

In all colleges a Reading-Study Skills Improvement Committee should be established in order to insure representation of all academic disciplines and in order to get the total faculty involved in helping to insure the students' academic improvement. This committee should be charged with reporting on what reading-study skills are needed in work assigned in respective academic areas. The recognition of need for reading-study skills improvement must come from the faculty, as well as administrators and students. Improvement dictated from higher authority should be avoided.

4. In-Service Training of Teachers

Once a faculty, or a substantial part of it, has indicated a realization of the need for improvement, in-service

training should be given in order to insure that instructors are aware of the students' problems as stated here and know what to do with the information the committee accumulates so that they might give appropriate skills guidance to supplement their subject matter instruction. Only when such in-service training is given will the Academic Improvement Service Center become more professional and effective; and only when such in-service training is given will the college maximize the probability of success for all students.

5. Student Involvement

Evaluation of academic improvement services must be continual and students should be involved in order to assure a more objective appraisal of aims, procedures, and results, as well as to insure that all activities are relevant to their needs.

6. Development of Aims, Tests, Methods, and Materials

In order to avoid the ever threatening prospect of having creative ideas die whenever a community of scholars is organized in institutions that are not fully aware of the problems, special care must be taken to avoid the setting of impromptu aims and the utilization of impromptu tests, methods, and materials; and care must be taken to restrict the demand for total services.

Administrators should give enthusiastic support in terms of money and personal effort. In addition, qualified personnel need to be granted time to work on the development of all of the above items, to discuss them with interested parties, and to present formally in writing their achievements to administrators, faculty, and students in the college and the university at large.

7. University Conference on Reading-Study Skills

All people in CUNY working in this area should agree to hold a symposium on reading-study skills where an exchange of ideas might take place. Currently too little communication exists between the various units of CUNY, and, if the maximum of effort is to be made on improving the abilities of students entering on the Open Admissions Plan, all personnel must cooperate with each other and avoid the infantile approach of thinking solely of one's college or developing one's own empire.

8. Additional Research

Action research which involves the classroom teachers, not just theoretical research, must be conducted in this area to bring about immediate improvement in the classrooms throughout CUNY. All colleges should direct the major portion of their

attention to this problem rather than simply trying to justify past courses of action or making a virtue of mistakes they do not want to correct.

The conclusions and recommendations pointed out here are by no means complete for we are merely beginning in this area of work and we are still in a period of discovery. For this reason this study should be considered primarily an attempt to awaken the need for additional research and to engage educators in a dialogue about reading-study skills problems, problems which must be eliminated if we are to have a realistic and tenable open admissions policy and problems which must be eliminated if we are to change the public's feeling that educators will admit "dealing with students' concerns is the best policy" but they will try everything else first.

APPENDIXES

APPENDIX A

COMMUNITY COLLEGES AND FACULTY MEMBERS PARTICIPATING IN THE STUDY

New York City Community College	Miss Ruth Liberman, Coordinator of the Reading Skills Center Mrs. Mae Lindenberg, Counseling & Guidance Mrs. Earla Jost, Developmental Skills Department Miss Jane Tannow, Developmental Skills Department Mrs. Pearl Gasarch, English Department Mr. James Birkley, Developmental Skills Department Mrs. Tamar Kirshner, Developmental Skills Department
Borough of Manhattan Community College	Mrs. Sandra Motz, English Department Mr. Anthony Drago, English Department Miss Grace Natoli, English Department
Kingsborough Community College	Dr. Jack Wolkenfeld, Chairman, English Department Miss Clara Freeman, English Department Mr. Denis Sivack, English Department
Staten Island Community College	Dr. Max Spalter, English Department Mr. Steven Zuckerman, Counseling & Guidance
Bronx Community College	Mr. Alexander Simon, Coordinator of Reading and Study Skills
Queensborough Community College	Dr. Paul Panes, Chairman, Basic Skills Department Dr. Eugene Loveless, Basic Skills Department

APPENDIX B

STUDENT QUESTIONNAIRE RELATED TO READING

If you will consider all questions thoughtfully and answer them honestly, you will greatly assist us in planning instructional programs that will better contribute to your reading achievement. There are no right or wrong answers to the questions, and therefore no evaluative judgments will be made of you. (If you prefer not to give your name, please omit it.) Our only interest is to learn more about what conditions may affect your reading achievement so that we may promote greater understanding and better programs in college.

BACKGROUND INFORMATION

Name_____ _____College_____

Age_____Sex_____Male_____Female

Marital Status_____Single_____Married

U.S. Citizen_____Yes_____No Foreign Student_____Yes_____No

High School Graduate_____Yes_____No

Type of Diploma_____Academic_____Commercial_____Vocational_____Technical

_____General_____Equivalency.

Language other than English spoken in the home_____Spanish_____Italian

_____French_____German_____Other_____None.

Father's Occupation_____Mother's Occupation_____

GOALS

1. What is your vocational goal: Check one.

_____Art
_____Business
_____Data Processing
_____Dentistry
_____Entertainment
_____Hotel Technology
_____Law
_____Nursing
_____Mathematics
_____Mechanical Technology
_____Medicine
_____Ministry
_____Music
_____Police Science
_____Psychology
_____Research
_____Secretary
_____Science
_____Social Work
_____Teaching
_____Writing
_____Other (Specify)

2. Why did you choose this vocation? Check the main reason.

_____Financial
_____Social Status
_____Personal Satisfaction
_____Other (specify)

GOALS

3. What is your scholastic goal? _____AS_____AA_____BA_____BS_____MA
_____MS_____Ed.D._____Ph.D.

EXTRACURRICULAR ACTIVITIES AND INTERESTS

4. Have you ever worked? _____Yes _____No

5. If so, was it full-time_____or part-time_____ ?
In what occupation(s)?_____
_____
_____

6. Which one of these jobs did you like best and why?_____
_____

7. Are you working now? _____Yes _____No
If so, how many hours a week?_____
In what occupation(s)_____? Is it course related?_____Yes_____No

8. For what reason?
_____To support yourself
_____To pay school expenses
_____To help support parents
_____To have spending money
_____Other (specify)

9. What extracurricular activities occupy most of your time (specify number of hours per week)?
_____Athletic events
_____Art exhibits
_____Concerts
_____Dances
_____Movies
_____Parties
_____Radio
_____Reading
_____Sports
_____TV
_____Other, such as a club (specify)

10. What subjects do you enjoy most? (Number 1, 2, 3, to 8 in parentheses in order of preference)

( ) English: Underline: Literature
Composition (Writing)
Grammar

( ) Math

( ) Science: Underline: Biology
Chemistry
Physics
General

10 (Continued)

( ) Social Science: Underline
Economics
History
Geography
Psychology
Sociology
Other (specify)

( ) Art

( ) Music

( ) Technical (specify): _____ _____

( ) Foreign Languages (specify): _____ _____ _____

11. Please check the following, indicating your preference in reading.

	Preferred	Less Preferred	Dislike
1. Novels			
2. Short stories			
3. Essays			
4. Biographies			
5. Plays			
6. Poetry			
7. News			
8. Newspaper articles			
9. Magazine articles			
10. Books or articles on technical subjects			
11. Comic books			
12. Sports writers			
13. Mysteries			
14. Literary classics			
15. Other			

12. How much do you read (outside of school work)? CHECK ONLY ONE

a. Read everything that looks interesting: always reading _____
b. Read during a large part of my free time _____
c. Read occasionally _____
d. Read seldom from lack of opportunity _____
e. Hardly read at all from choice _____

13. How much time do you spend in serious study for school subjects?

a. Most of my spare time _____
b. Quite a lot, but I do have some recreation _____
c. Once in a while: recreation comes first _____
d. Very little; I just can't get down to it. _____
e. None; I don't seem to care at all. _____

FACTORS CONTRIBUTING TO READING-STUDY SKILLS PROBLEMS

	Yes	Sometimes or Somewhat	No
Physical			
Are you frequently ill?			
Do you have a physical handicap?			
Do you have a speech handicap?			
Are you often tired?			
Is your vision good?			
Is your hearing good?			
Do you feel you are in good physical condition?			
Psychological-Intellectual			
Have you difficulty in doing school work?			
Are you worrying about previous or present poor grades?			
Do you worry about your reading ability?			
Do you often find it difficult to concentrate when you read?			
Do you understand all that you are assigned to read?			
Do you think you are as intelligent as your classmates?			
Would you like to be someone else?			
Environmental			
Are you living in a home situation which stimulates an interest in books and reading materials?			
Do you have a place at home where you can study quietly?			
Are you able to get reading materials in which you are interested?			
As a child, did your parents and other members spend their leisure time in reading?			
Do your friends and acquaintances encourage your interest in reading?			
Do you think your high school teachers were interested in teaching reading skills?			
Do you like to read?			
Do you read much (outside of school work)?			

PROBLEMS IN READING AND STUDYING

Following Directions			
Do you have difficulty following directions?			
Do you have more difficulty with spoken directions than with written directions?			
When making assignments do you believe teachers should give written directions as well as spoken directions?			

Problems in Reading and Studying (continued)

	Yes	Sometimes or Somewhat	No
Vocabulary			
Do you have a good general vocabulary?	—	—	—
Is your vocabulary adequate for a thorough understanding of the different subjects you are now studying?	—	—	—
In your reading, do you frequently find unfamiliar words?	—	—	—
Do you know how to get the meaning of words from context clues: typographical and structural aids, figures of speech, pictorial representations?	—	—	—
Are you able to determine the meaning of words by analyzing their prefixes, roots, and suffixes?	—	—	—
Do you know how to use the dictionary as an aid to pronunciation?	—	—	—
Comprehension-Study Skills			
Have you received training in how to read textbooks?	—	—	—
Do you know the purpose of the various parts of a book, such as introduction, table of contents, index, glossary, and how they make studying easier?	—	—	—
Have you learned the skill of skimming?	—	—	—
When you read, do you have a well-defined purpose?	—	—	—
Do you know how to find the main idea of a paragraph?	—	—	—
Do you know how to read for details?	—	—	—
Are you able to see relationships between ideas?	—	—	—
Do you know how to outline what you read?	—	—	—
Do you know how to take notes?	—	—	—
Do you know how to summarize what you have read?	—	—	—
Do you know how to read tables, graphs, charts and maps which you find in your reading?	—	—	—
Do you know to locate information in the library?	—	—	—
Do you know how to organize information?	—	—	—
Do you know how to apply what you read in solving problems?	—	—	—
Do you know how to apply different rates of reading according to the purpose and nature of the materials read?	—	—	—
Do you remember what you read?	—	—	—

Critical Reading

	Yes	Sometimes or Somewhat	No
Do you consider the author qualified to write on a special subject?	___	___	___
Do you know what the author's purpose is in writing?	___	___	___
As you read, can you determine the difference between a fact and an opinion?	___	___	___
Are you able to distinguish between words that are used in a more informative than emotional way?	___	___	___
Are you able to identify specific propoganda techniques: name calling, use of catch phrases, testimonials, and the like?	___	___	___
Do you question the accuracy of statements which you read?	___	___	___
Do you know how to evaluate critically the writer's ideas and logic?	___	___	___

APPENDIX C

NOTES ON PROCESSING THE QUESTIONNAIRE

The following items involved special handling:
"Father's Occupation" was broken into five groups: White Collar, Blue Collar, Professional and Business, Other, No Answer. The occupations included in each of the groups, while somewhat arbitrary, were as follows:

White Collar: Postal Employees, Clerks, Editors, Managers, Salesmen
Blue Collar: Metal workers, Butchers, Tailors, Furriers, Cab drivers, Policemen, Guards, Cooks, Chefs, Waiters, Bartenders, Foremen
Business and Professional: Merchants, Businessmen, Business owners, Doctors, Lawyers, Architects, Accountants
Other: This category includes all answers which did not indicate function such as "USAF" or Leather Goods", but most of the answers in this category were "Deceased," "Retired," or "Veteran".
No Answer

"Mother's Occupation" was given three categories: Works, Does not work, No Answer.

1. What is your vocational goal: Check <u>one</u>.

_____Art	_____Ministry
_____Business	_____Music
_____Data Processing	_____Police Science
_____Dentistry	_____Psychology
_____Entertainment	_____Research
_____Hotel Technology	_____Secretary
_____Law	_____Science
_____Nursing	_____Social Work
_____Mathematics	_____Teaching
_____Mechanical Technology	_____Writing
_____Medicine	_____Other (Specify)

"Vocational Goals" above were reduced to a smaller number of categories than contained in the questionnaire. A cursory survey of the questionnaires indicated that the most common answers to this question were Business, Data Processing, Medicine and Teaching. It indicated that very few students responded to Mechanical Technology but a number wrote in electrical technology or engineering.

In the coding, all of the technology and engineering was classified under technology. There were also a large number of respondents going into "Nursing," this vocational goal was placed in with "Medicine".

2. Why did you choose this vocation? Check the main reason.

_____Financial
_____Social Status
_____Personal Satisfaction
_____Other (specify)

In the above question, the respondents sometimes checked more than one answer, e.g., one student checked "Financial" once, "Social Status" twice, and "Personal Satisfaction" three times. "Personal Satisfaction" was coded.

3. What is your scholastic goal? _____AS_____AA_____BA_____BS_____MA _____MS_____Ed.D._____Ph.D.

Several respondents wrote "AAS" as a scholastic goal, "AS" was coded in these cases.

EXTRACURRICULAR ACTIVITIES AND INTERESTS

4. Have you ever worked? _____Yes _____No

5. If so, was it full-time_____or part-time_____?
In what occupation(s)?_____
_____
_____

6. Which one of these jobs did you like best and why?_____
_____

The above questions were coded as one, with following answers
Worked full time
Worked part time
Never worked
No Response.

Occupation and job preference were excluded because they were considered too ambiguous for coding for statistical analysis.

7. Are you working now? _____Yes _____No
If so, how many hours a week?_____

The above two questions were encoded as one, indicating how many hours the student works per week:

None or 0
1 - 10
11 - 12
21 - 30
Over 30
No Answer.

Occupation was left uncoded.

8. What extracurricular activities occupy most of your time (specify number of hours per week)?

_____Athletic events
_____Art exhibits
_____Concerts
_____Dances
_____Movies
_____Parties
_____Radio
_____Reading
_____Sports
_____TV
_____Other, such as a club (specify)

Each activity in the above question was given three possible codes:

Under 5 hours per week
5 hours or more
None or No Answer

If the respondent only checked the activities, under 5 hours was coded.

11. Please check the following, indicating your preference in reading.

	Preferred	Less Preferred	Dislike
1. Novels			
2. Short stories			
3. Essays			
4. Biographies			
5. Plays			
6. Poetry			
7. News			
8. Newspaper articles			
9. Magazine articles			
10. Books or articles on technical subjects			
11. Comic books			
12. Sports writers			
13. Mysteries			
14. Literary classics			
15. Other			

In question 11 above, preference in reading was given one of four possible scores:

Preferred
Less Preferred
Dislike
No Answer

There was a tendency for respondents to lose track of the row they were checking. Some judgement was used by the coders to infer the meaning of the respondent.

All of the questions on pages 4,5 and 6 were given one of four possible codes:

Yes
Somewhat
No
No Answer

Each group of questions such as "Physical," or "Psychological, Intellectual," was given an index which consisted of the total of Negative answers or "Problems" in these categories. The answers which were included in these sums are those contained in the boxes on the last three pages of the questionnaire in Appendix B. As an example, if the following answers were given to "Physical Factors" (below) the index of "Negative" physical factors would be three. In other words the respondent indicated that he has three physical problems.

Physical

	Yes	Somewhat	No
Are you frequently ill?	X		
Do you have a physical handicap?	X		
Do you have a speech handicap?			X
Are you often tired?		X	
Is your vision good?		X	
Is your hearing good?	X		
Do you feel you are in good physical condition?	X		

Statistical Processing

Cross-tabulations were performed to indicate the correlation of factors presumed to affect reading-study skills, with indications (from answers on the questionnaire) of reading problems. The indicators of reading difficulties that were thus examined were:

1) "Do you have difficulty following directions?"
2) The number of Vocabulary Problems
3) The number of Comprehensive Study Skills Problems
4) The number of Critical Reading Problems.

The correlative factors that were examined were:

"Type of Diploma"
"Language other than English spoken in the home"
"Fathers Occupation"
"How much do you read (outside of school work)?"
"How much time do you spend in serious study for school subjects?"
All of the questions under 'Physical Factors ' and the number of Physical Problems
All of the "Psychological-Intellectual Factors" and the number of problems in this area.
The number of "Environmental" problems.
"Have you received training in how to read textbooks?"

Where indices were used, instead of individual questions, it was a matter of expedience. Further it was felt that a profile of the student's answers were more consistent than the individual answers, such as those dealing with environmental factors.

APPENDIX D

OUTLINE USED TO DESCRIBE COLLEGE READING PROGRAMS

Please write a concise description of your present reading program in terms of the following:

1. Staff:
   - number of people currently teaching reading
   - their training or qualifications to teach reading, not English

2. Other Personnel:
   - cooperation (or lack of it) with other departments, counselors, etc.

3. Students:
   - the number enrolled in the college
   - the number enrolled in the reading program
   - the average number enrolled in a reading class
   - any information you have regarding their reading problems and general level of performance

4. Standardized Tests Used and Placement Procedures

5. Instruction:
   - kinds of courses or labs, that is, remedial, corrective, developmental
   - elective or required courses
   - credit or non credit courses
   - major objectives
   - specific objectives (skills stressed)
   - books, materials, and equipment utilized
   - evaluative procedures

- PLEASE ENCLOSE SYLLABUS -

6. Summary Statement:
   - please note not only the positive features but also the negative features or limitations of your reading program; also make clear what you believe is needed to make it a more successful program.